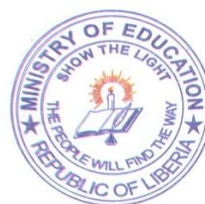
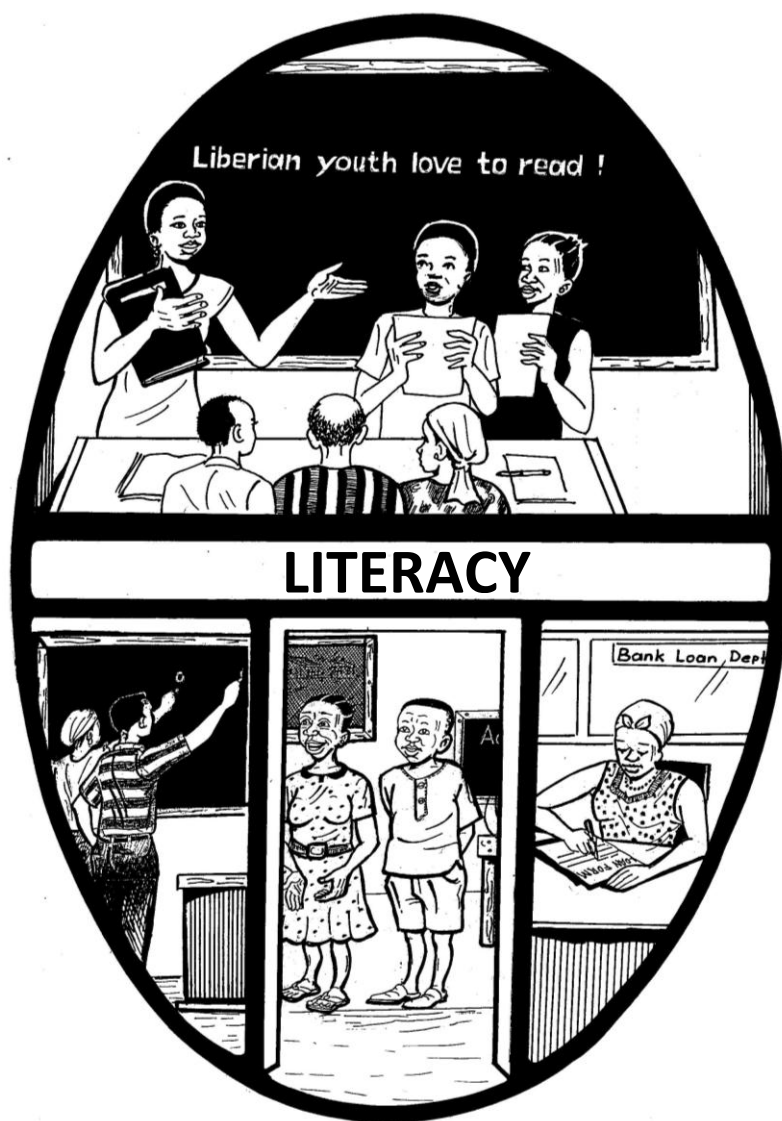




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Alternative Basic Education Curriculum



Facilitator's Manual for Literacy Level 1, Semester 1

August 31, 2011

Ministry of Education, Government of Liberia

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Non-formal Education Curriculum

Content Area: LITERACY

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Introduction to the Facilitator's Manual

Section 1: Background on the Curriculum

This manual is designed for the facilitators of the literacy curriculum of the new alternative basic education system in Liberia. It contains the following information:

- an overview of the literacy curriculum, with details about Level 1 of the curriculum
- resources and guidance for facilitators; and instructional guides for 54 lessons of the 108 Level 1 lessons

This facilitators' manual was field tested in six counties of Liberia. The lessons contained in this manual were revised based on feedback from the teachers and learners in these 90 sites, as well as based on observations and interviews conducted by CESLY and other implementing partners.

Facilitators who use this manual should be sufficiently trained and prepared in order to accomplish the learning objectives for curriculum. Basic minimal preparation for the facilitator in the literacy content must include:

- Familiarity with the Liberia's alternative basic education program
- Experience with the best practices in literacy instruction, specifically on teaching beginning reading for non-literate persons
- Experience and knowledge of facilitation skills
- Knowledge and appreciation of youth development, youth- and adult learning theories and practices.
- Creativity and flexibility in preparing and facilitating lessons
- Familiarity with the instructional methods and materials used in the lessons

The manual is organized in four sections. The first section provides a general introduction to the alternative basic education program and an overview of the literacy curriculum. Section 2 provides general guidance for the facilitators (the term used for teachers who deliver instruction) of alternative basic education courses as well as specific information on planning and conducting the service learning activities for learners. The third section provides an introduction to the literacy curriculum. The heart of the manual is the fourth section, which contains the instructional guides, or lessons, for the modules in Level 1 Literacy.

Overview of Alternative Basic Education in Liberia

Liberia has had a range of alternative basic education programs for adults and out-of-school youth for over half a century, including basic literacy programs and accelerated learning programs. These programs that have been implemented throughout the country by various government agencies

and nongovernmental organizations.

The need for alternative programs to reach youth who missed the chance to attend formal school at the age-appropriate level, is greater now than ever. For over 25 years, because of civil conflict, young adults in Liberia have missed opportunities for sustained, high-quality formal schooling. Large numbers of youth and young adults who grew up during the conflict are now too old to attend school with children; they need education and training to live full and productive lives. Because of the pressing need for basic and functional literacy, for employment-related learning, for inclusion and support for women and girls' education, and for other important daily living skills and knowledge in health, management money, conflict resolution and environmental practices, the Ministry of Education has created a national system of alternative basic education.

The purpose of the Ministry of Education's new Alternative Basic Education program is to provide learning opportunities in basic education, including literacy and numeracy, and work-related and life skills for all out-of-school youth and adults age 13 and older, who want to learn new skills or strengthen existing skills. As stated in the approved alternative basic education policy, the Ministry will provide a single national system for planning, implementing, monitoring and evaluating of alternative basic education services for out of school youth and adults throughout the country.

The curriculum of the Alternative Basic Education (ABE) program is designed to help learners meet the learning outcomes described in the educational policy:

- Achieve functional literacy and numeracy levels
- Obtain life skills needed for successful living in family and community
- Obtain work readiness skills needed for success in the world of work
- Prepare for apprenticeship or vocational skills training
- Prepare for 6th grade equivalency or to enter Junior Secondary School

Teaching and Learning Practices in Literacy

In learning to read it is important that learners become aware of relationships between sounds and symbols and learn to decode words, which may be words that 'fit' with the sounds being learned. In an alternative basic education class, when learners are learning to decode words, the text may be the simple words that learners want to know, words that may affect their daily living such as *law, tax, sun, land, air, water, fire, poison, fairness, justice, life, death, and food*. They may also want to

learn how to read and write more difficult words that are related to their employment or livelihood, family, or community. In alternative basic education the focus is generally on what the learner needs and wants to learn. However, this purposeful learning does not rule out a developmental sequence (or levels) of learning. In the Liberia Ministry of Education's alternative basic education curriculum, both literacy and numeracy follow a sequence of basic skills and knowledge that build on each other.

An alternative basic education facilitator might use any of the following kinds of learning strategies, each of which is described in more detail in Section 2: role plays; popular theatre; research, such as interviewing individuals or small groups, conducting surveys; simulations (games); group discussions; brainstorming; helping individuals or groups set their own learning objectives; helping groups plan, carry out and evaluate complex activities; projects using local materials; agricultural projects; entrepreneurial projects; popular culture/youth culture as part of the instructional content.

Overview of the Literacy Curriculum

Traditionally, 'literacy' has been understood as the ability to read and write. In the Liberian Alternative Basic Education curriculum, the term is used in a broader way, to include the associated communication skills of listening and speaking in English. Learners who complete all three levels of the Non- literacy curriculum should possess *the reading, writing, speaking and listening* skills needed to be able to communicate effectively with others.

These four skills are defined by 'content standards' which describe the processes that are used by all youth and adults, whether beginning learners or experts.¹ By deciding to take a standards-based approach to developing a new curriculum, the Ministry of Education is ensuring that there is consistency in the skills and knowledge being taught across the country as well as in alignment with research and best practices in literacy education. The chart on the following page describes the optimal process standards for reading, writing, speaking and listening. Information on the instructional and performance levels for each standard is found in the Technical Guide to the Alternative Basic Education Education Curricula.

¹ These standards are adapted from the Equipped for the Future Content Standards for Lifelong Learning, developed in the United States by the National Institute for Literacy for out of school youth and adults. The standards for speaking and listening are based on research and best practices in English for Speakers of Other Languages/English Language Learning, and can be used with native and non-native speakers of English. For more information, go to <http://eff.cls.utk.edu>

Read With Understanding	<ul style="list-style-type: none"> • Determine the reading purpose. • Select reading strategies appropriate to the purpose. • Monitor comprehension and adjust reading strategies. • Analyze the information and reflect on its underlying meaning. • Integrate it with prior knowledge to address reading purpose
Write to Share Ideas and Information	<ul style="list-style-type: none"> • Determine the purpose for communicating. • Organize and present information to serve the purpose. • Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure • Seek feedback and revise to enhance the effectiveness of the communication.
Speak So others Can Understand	<ul style="list-style-type: none"> • Determine the purpose for communicating. • Organize and relay information to effectively serve the purpose, context, and listener. • Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener's comprehension. • Use multiple strategies to monitor the effectiveness of the communication
Listen Actively	<ul style="list-style-type: none"> • Attend to oral information • Clarify purpose for listening and use listening strategies appropriate to that purpose • Monitor comprehension, adjusting strategies to overcome barriers to comprehension • Integrate information from listening with prior knowledge to address the listening purpose

In the Liberian alternative basic education literacy curriculum, these skills are taught in four levels, to cover basic literacy through Language Arts (at the Ministry of Education grade 6 level). Level 1 is for beginning readers and writers, as well as for those for whom English is not a first language, and is focused on developing a strong foundation in the four literacy skill areas. Level 2 provides opportunities for learners to further develop and strengthen basic skills. Learners who complete Level 3 should be able to pass the Language Arts portion of the 6th grade equivalency exam. At all levels, the curriculum includes the following:

A focus on reading: The approach to teaching reading used in this curriculum draws from best practices in evidence-based reading instruction and in whole language learning. Current research in teaching reading indicates that four components are key to developing good readers: *alphabets and word analysis; fluency; vocabulary; and comprehension.*

- *Alphabetics and Word Analysis.* This includes *phonemic awareness* (the ability to distinguish and manipulate the individual sounds, or phonemes in spoken language) and *phonics*, which is the relationship between the written letters and the sounds of spoken language.) *Word analysis* refers to all the methods that readers use to recognize and decode words, including the application of phonics skills; sight recognition; use of context; knowledge of prefixes, suffixes, and root words; and looking up words in the dictionary.
- *Fluency.* Fluency is the ability to read easily and accurately, with appropriate rhythm and expression. It includes the ability to decode words rapidly and to group them into meaningful units or phrases for interpretation. It also includes attending to punctuation when reading and to determine appropriate pauses and emphasis, in order to make sense of what is being read.
- *Vocabulary.* Vocabulary refers to the words for which a person knows the meaning, in spoken communication or written text. Having a good vocabulary aids in comprehension.
- *Comprehension, both reading and listening.* Comprehension refers to the act of making meaning of what is read or heard. Comprehension strategies are things that learners can do to make sure they understand what they read and hear.

The alternative basic education instructional model for literacy combines instruction in these four primary components of reading with elements of a whole word and whole language approaches, to create a balanced approach to literacy instruction that is appropriate for youth and adults.

- *Whole word approach.* Letters of the alphabet and word formation are taught from words that have some meaning for learners.
- *Whole language approach.* Alphabet and word formation are taught from text that has particular meaning and interest for learners' lives and goals.

A focus on writing: Writing is a thinking process, and is a vital tool for helping learners to develop and strengthen their skills in other areas, such as reading, math, speaking and listening. In this literacy curriculum, learners are engaged early on in writing words and in forming sentences that have a purpose or are meaningful. The teaching of writing skills may start as fairly mechanical, with a focus on letter formation, but it moves quickly into writing as a problem-solving and meaning-making process.

Research on the writing process shows three key components that effective writers use, whether beginners or experts: planning (deciding what to say and how to say it), text generation (turning plans into written text), and revision (improving existing text).² In Level 1, learners may use guides or templates to help plan and organize their writing, but they are engaging in the processes used by writers of any age or skill level. By Level 4, learners will use simple strategies to organize their ideas and information; be able write several connected paragraphs to convey ideas and/or

² Gillespie, M.K. (2001). Research in writing: Implications for adult literacy education. In Comings, J.; Garner, B. & Smith, S. (Eds.) *Annual Review of Adult Literacy and Learning Volume 2*. San Francisco: Jossey-Bass.

information to a specific audience; and make simple revisions to content and edits to grammar, spelling, and sentence structure.

A focus on listening and on speaking: Listening and speaking are interactive, intertwined communication skills. It is very difficult to completely separate them. Responding to what is heard and asking for clarification are integral to real world, purposeful applications of these skills. In a language learning context, listening involves attending to details of what is being said or read, using strategies to remember or recall details and sequence; and speaking involves linguistic knowledge that is, knowing grammar rules, pronunciation and vocabulary, as well as textual knowledge, or knowing rules for discourse and being familiar with the topic. As research behind the *Equipped For the Future* speaking and listening standards indicates, most frameworks for oral language learning describe the development and demonstration of listening and speaking proficiency through progressively more effective, accurate, fluent, and independent language use in increasingly demanding communicative contexts.

Guiding Principles for Literacy Instruction

Just as the Alternative basic Education Technical Working Group established a set of Guiding Principles for the development of curriculum for all strands of the alternative basic education course, the writers of the Literacy Curriculum adopted principles to guide the writing of the literacy curriculum:

- 1. *Instructional approach:*** A balanced approach to literacy instruction will be used to best meet the needs of youth and adult learners in Liberia, for whom English is a second or third language to Liberian English and/or to one of the 16 native languages found in Liberia. Literacy instruction will use evidence-based approaches to teaching reading, and will combine these with other approaches to teaching reading, writing, speaking and listening that recognize the purposeful nature of youth and adult learning.
- 2. *Integration of reading and writing instruction.*** Teaching reading is integrated with teaching writing, from the very beginning.
 - Formation of letters, both whole and half forms, is part of the process of recognizing letters and words
 - Learning to write individual letters will always be done in the context of a full word that has some meaning to the class.
- 3. *Organization of reading instruction.*** Lessons will follow a consistent pattern, particularly in early instruction when introducing new letters and words:
 - Introduce sounds and key words through a very short story.

- Introduce letters through whole words, using picture cards and words which have meaning and interest for learners
 - Use a phonics approach to develop familiarity with the name and sound of the letter. (Use 4 steps)
 - Use the word in a sentence that is related to the theme of the module.
 - Generate and/or present a story that uses key words learned.
4. *Scaffolded or structured guidance for the facilitator.* Each lesson will follow a structured activity-based process, in order to develop the facilitator's confidence and ease in using active teaching and learning methods. The format may be varied by the teacher to meet the needs and interests of the learner.
- Topic and content for the day's lesson are introduced to learners in the form of what they will know and be able to do by the end of the class.
 - A combination of whole group and small group work is used to develop understanding and application
 - Each lesson uses a story for comprehension, development of additional key words, and vocabulary.
 - In whole and small group work, a variety of active learning techniques are used.
 - Lessons are typically reviewed and summarized as a memory aid and in readiness for the next lesson. Follow up activities are provided as a way of applying lesson to real life.
 - Symbols are used for each lesson activity (whole group work; small group work; individual work; reading, writing, listening, etc.) to alert the teacher to the type of activities found in the lesson.
5. *Appropriateness and relevance.* Each lesson is appropriate for both women and men, of varying ages, unless otherwise noted. If the content is not appropriate or relevant for some learners, guidance is given to the facilitator in how to adapt or change the lesson.

Section 2: Guidance and Tips for the Facilitator

Teaching and learning practices in alternative basic education education programs tend to be different from those found in formal conventional school settings, though good practices in alternative basic educationeducation can be found in reformed formal schooling. In general, instruction in alternative basic education involves less lecture and presentation and more active learning and service learning projects in both the classroom and community. Learning may be derived from or immediately connected to students' interests, goals and needs.

In alternative basic education programs, the individuals who deliver instruction are often called facilitators, to reflect their role of guiding and assisting participants in the learning process. To facilitate literally means ‘to make easier’. In effective alternative basic education programs, the role of the facilitator is to make it easier for people to learn by creating and maintaining a supportive environment; to make it comfortable for learners to participate in group processes; and to make sure that the content is meaningful and appropriate for the learners. Experienced facilitators are flexible and creative, yet able to follow a sequence of learning activities in order to ensure that participants have the opportunity to fully develop their skills in the specific content area.

Of course, facilitators need to be proficient in the content area. Facilitators of the Liberian alternative basic education English Literacy curriculum should be familiar with best practices in English language literacy instruction, knowledgeable about the language issues prevalent in Liberia, and comfortable communicating in English, both verbal and written. It is also very helpful to have some background in principles of youth development and in adult learning theory.

This section provides guidance and tips for facilitating the learning process and a few more details about the organization of the lessons that follow. In the next draft of this Manual, this section will include information about the Service Learning component of the alternative basic education program as well as guidance on documenting the progress of learners.

Activity-Based Teaching and Learning

In working with youth, it is important that the curriculum be delivered using active learning - methodologies that encourage full participation, in an environment that is open and accepting. Creating and maintaining a respectful and collaborative learning environment will enable participants to participate fully, and in a way that maximizes their learning. At the same time, norms should be established with the participants in the beginning and should reflect the rules or guidelines one would find in daily life at work and in the community. These norms might include (especially in the workplace): being on time, having regular attendance, dressing appropriately, being accepting and open to everyone’s contributions, speaking respectfully to one another, not interrupting when someone else is talking, working in a team, and taking on responsibility.

It is also important that the learning environment provides participants with the opportunity to take on leadership roles. In addition to learning the basic academic skills of literacy and numeracy, many learners are also interested in improving the interpersonal, problem-solving skills and leadership skills that are needed at work and in the community. Especially in the life skills and work-related learning courses, but also in the literacy and numeracy strands, there are opportunities for participants to lead activities and discussions; report on or summarize for the larger group the results of small group discussions; assist the facilitator in preparing materials; etc.

The facilitator will need to be aware of who is and who is not participating and find ways to balance their participation so those who tend not to speak or take a leadership role get the opportunity to do so.

Through the use of a variety of active, learner-centered teaching methods, the alternative basic education courses aim to build on and enhance participants' existing knowledge and skills and provide them with opportunities for practical experiences, not just academic work. Actively engaging youth in activities through participatory and practical methods will strengthen their confidence levels as well as develop their skills in literacy, numeracy, and the range of interpersonal, problem-solving, and leadership skills that are included in the life skills and work related learning courses.

The following types of active learner-centered teaching and learning methods may be found in alternative basic education programs. Some of them are used in the Liberia alternative basic education courses; others may be adopted by Facilitators as they become familiar and experienced with the new curriculum.

Pair share and pair work: When introducing a new activity or when working with the large group, the facilitator may find it useful to have two people sitting next to each other to work together or share their ideas on a topic. This encourages participation from those that are less comfortable speaking in front of the large group, gives an opportunity for participants to share their experiences and ideas with someone, and helps to build trust among participants as they get to know each other better. The facilitator should remember to give clear instructions and keep to time.

Small and large group discussion: Discussions happen in every activity whether it is working in small groups or large groups. As a facilitator it is important to be clear on what the task/topic of discussion is; keep participants focused on the topic; make sure everyone has the opportunity to participate; keep to time and gauge participants' levels of energy and interest. During small group discussions, it is important for the facilitator to go around to all of the groups to make sure they have understood the task and are staying on course and to check their understanding of the topic. During large group discussions the facilitator needs to manage the flow of the discussion; help make connections among ideas and points that are expressed by participants; engage those who are not participating and repeat or sum up the main points discussed.

Small group work: Many activities get carried out in small groups to allow maximum participation. When working in small groups, it is important to:

- divide participants in different ways and in groups of different sizes, depending on the activity (and mix the groups each time so they aren't always working with the same people);

- give clear instructions on the task, time allotted, the expected outputs, and how the output or outcome will be reported back to the full group. If the output will be presented on flip chart paper, someone will need to be designated as the recorder. If literacy levels are low, verbal feedback is better;
- visit groups to make sure they are on the right track;
- manage the time well, especially when the small groups are sharing their output with the large group.

Individual work: Throughout the literacy and numeracy courses, learners will engage in some individual work, most of which will be done in their work/copy books. It is important for the facilitator to be available to help and encourage learners, as well as to ensure that there is a quiet atmosphere in which to work. Individual work doesn't mean that learners cannot consult with or help each other; rather it means that each person is writing, reading, or calculating on their own first. For most people, learning is a social activity; we learn from and with others.

Role plays: Role plays provide the opportunity for participants to practice new skills and attitudes in the safety of the workshop setting before trying it out in the real world. Role plays can be planned ahead of time with a script or be developed by the participants themselves around a particular issue. They can be done by a few people in front of the large group to demonstrate a skill, attitude or situation, or they can be done in small groups of three where people switch roles after a period of time. Typically, in the small group one person acts as an observer and gives constructive feedback back to the other group members. When doing role plays, it is important to give the participants information on the objectives of the role play, their specific roles and a checklist for the observer. Role plays should always be processed afterwards, where the facilitator can lead the discussion with some guided questions prepared beforehand.

Case studies/ scenarios: Case studies provide participants with the opportunity to put their newly acquired knowledge into practice, to identify, analyze and solve a problem. The case study can be based on a real life situation or be created to reflect an issue they might face at home, at work or in the community. Case studies can be read aloud to participants or handed out, depending on the literacy level. They can also be completed in pairs, small groups or large groups. The information in the case study /scenario should be clearly presented and a set of questions should be provided to help guide the participants in their analysis. The ultimate goal of the case study is to generate possible solutions to issues that may arise in the course of daily life.

Games: Games are a fun way of learning new information or applying newly acquired information. They can be based on popular games or made up. Games can introduce an

element of competition and can energize a group. Participants should be clear on what the objectives are and how to play the game.

Brainstorming: Brainstorming is an element of many of the activities, and is used when one wants the participants to generate ideas. During a brainstorming session, participants share one idea at a time, all of which are written down. All ideas are accepted and should not be judged. Participants can further discuss the items after the list has been generated, and depending on the objective of the activity, they might rank the ideas in order to prioritize or categorize their responses.

Presentation: Presentations are a more traditional way of providing information to participants and are useful when active learning methods will not effectively get at the information you are trying to provide. Presentations are best kept to a minimum, interspersed with methods that are more engaging and participatory. When giving a presentation, it is best to plan it ahead, keep the time to a minimum and break it up with questions and answers from the participants.

Panel discussion: Panel discussions involve bringing in experienced people to discuss a particular topic. Participants are given the opportunity to ask questions and those on the panel provide information based on their experience. The people on the panel may be experts in a particular area (e.g. business owners, workforce development specialists) or they may be the participants themselves who have had a particular type of experience. When outsiders are brought in, it is important to contact them at least a week ahead of time, explain the objectives of the session and the type of information you would like them to share with the participants.

Pictures: Pictures can be used in different ways. They can be created by the participants to reflect something they have learned or they can be used as an aid by the facilitator to generate discussion on a particular topic. When using a picture(s), make sure that it clearly presents the issues that you are trying to get at and make sure it is culturally appropriate. Provide the participants with guided questions when they are trying to interpret or analyze a picture.

Reflection activities - individual, guided, journal writing: Reflection activities, when participants get the opportunity to step back and think about their own experiences, behavior or attitudes, can be done during or at the end of an activity. Reflection might be guided by the facilitator, where the facilitator creates a quiet, comfortable environment and poses a series of questions for the participants to think about. These thoughts might be shared with other participants after enough time is provided for individual reflection. Reflection activities may also happen at the end of an activity, in the form of guided writing in copy books.

Review activities: Review activities can take on many forms, such as round robin (when people go around in a circle and share something they learned during the session), quiz competition, ball throwing, question and answer, etc. These activities can be done at the end of every session to review the main topics, concepts and ideas that were covered. Review activities provide the opportunity for participants to recall main points and for facilitators to check the level of understanding of the participants.

Reminders for Facilitators

In addition to being familiar with a range of activity-based teaching and learning approaches, there are many things a facilitator to remember when conducting a class. The following list provides some reminders to the facilitator. As a facilitator, it is important to remember to:

- ☑ Be respectful
- ☑ Listen and observe
- ☑ Speak clearly
- ☑ Maintain good eye contact
- ☑ Write neatly and so everyone can see it
- ☑ Position visuals so that everyone can see them
- ☑ Be flexible and adjust approach when necessary
- ☑ Be patient
- ☑ Be open and approachable
- ☑ Encourage participation by all participants
- ☑ Provide positive feedback to all participants to encourage participation
- ☑ Repeat and/or rephrase questions you ask or points you make
- ☑ Repeat points made by participants to show you are listening and make sure you have understood correctly
- ☑ Write and repeat instructions for small group activities
- ☑ Ask questions to clarify points made and probe further
- ☑ Build upon participants' experiences and knowledge
- ☑ Link information from one unit to another unit
- ☑ Be aware of the level of understanding and interest of the participants
- ☑ Give people time to respond to questions
- ☑ Re-direct comments and questions back to other participants to encourage discussion
- ☑ Manage time well by keeping yourselves and participants on task
- ☑ Summarize the main points at the end of an activity or unit
- ☑ Be honest: If you don't know the answer to a question, say so, and direct the participant to the appropriate place or person for the information (or find the information and get back to the participant with the information the next day)

- ☑ Use icebreaker activities to make participants feel more relaxed and energizers when the group is low in energy

Sources

The literacy teaching and learning materials in this Facilitators Manual have drawn upon *Equipped for the Future* Content Standards; the Liberia Early Grade Reading Assessment (EGRA) PLUS Teacher’s Manual, developed by RTI; the CESLY review of the Liberian Accelerated Learning Program (ALP) manual for Language Arts; materials found at www.free-reading.net and www.teachtheworldtoread.com, in addition to many other Liberian resources, including materials developed by the Ministry of Education, the National Adult Education Association of Liberia, Alfalit as well as many others.

Section 3: Overview of Literacy Level 1

Overview

Section 3 contains 108 lessons, each designed for a 75 minute instructional period. These lessons are organized into eight Modules (A – H), for Literacy Level 1. Eventually, manuals for lessons for Levels 2-4 will be developed and distributed.

Level 1 is introduced by a broad overview of the skills and knowledge covered in Level 1 lessons. Similarly, each module is introduced with a description of the learning objectives for the module, and background information for the facilitator. The specific lesson plans follow the module introduction. The eight instructional modules in Level 1 are designed to help learners achieve the outcomes described in the chart on the following page.

Number of Modules and Lessons: Literacy Level 1 has 8 instructional Modules composed of 108 lessons. The lessons are planned to be delivered in sequence, three days a week, over a period of 9 months.

Level 1 Learner Outcomes: Based on the competencies described in the Level 1 chart (at the end of this Level 1 overview, learners completing Level 1 Literacy (108 lessons) should be able to do the following:

Read with Understanding: Read and comprehend words in short, simple texts slowly and with some effort, but with few errors. Independently accomplish simple, well defined, and structured reading activities. For example, learners should be able to read the months and days on a calendar; read the labels on products in the market; read store signs; read a children’s picture book to a young child; read a flyer about an event at church or at the clinic.

Write to Share Ideas and Information: Write letter of the alphabet, individual words, simple phrases and a few very simple sentences, with some effort and some errors. Independently accomplish simple, well defined, and highly structured writing activities. For example, learners should be able to write a list of items to buy at the market; write names, addresses and a brief note to family members in the U.S or other countries, in order to send a letter or email; write names of products needed by employer; write personal information on simple applications.

Listen Actively: Listen to spoken standard English for specific information or for a well-defined purpose relating to personal conversations, acquiring information, or understanding text when read aloud. For example, learners should be able to listen for and identify relevant information to pass on to a co-worker or fellow student; listen for and identify the topic or main idea, main characters, sequence of events, etc, in brief story or text that is read aloud; follow a series of multi-step instructions (such as how to use a piece of equipment).

Speak so Others can Understand: Use sounds of letter clearly and give the appropriate pronunciation to words, paying special attention to the ending consonant sounds that usually get lost during everyday “Liberian English” conversation. Be attentive to labeling things and actions with appropriate English words when speaking English. For example, learners should know and use the word foot for “foot” and not foot when talking about “leg”.

Background Information: Level I lessons are planned for the development of skills required for using all the letters of the English alphabet in listening, reading, speaking and writing in all areas of living. The lessons progress from the recognition of individual consonant letters and sounds at the initial position in words to other letter and word combinations. Recognition skills learned include decoding, segmenting and blending, isolation, substitution. Grammar and other language arts concepts are addressed indirectly to help build the listening and reading comprehension skills.

Evaluation: The criteria for successful completion of Level 1 and advancement to Level 2 are:

- Documentation of work, in copybook and learner workbooks.
- Demonstration of knowledge and skills on module assessments (one at the mid-point of the module and the second at the end of each Module).

- Passing rate on the end of level literacy assessment (Based on accompanying assessment tools to be developed)

Level 1 Competencies

Content Standard	Learners exiting Level 1 will be able to:
Read with Understanding ³	<ul style="list-style-type: none"> Recognize everyday words or word groups in short, simple text Demonstrate familiarity with concepts of print, letter shapes, letter names and sounds, and common vocabulary. Monitor accuracy of decoding and word recognition using various strategies, such as using pictures; discussion with others; matching key words to words in a simple sentence. Recall prior knowledge to assist in understanding.
Write to Share Ideas and Information	<ul style="list-style-type: none"> Write all letters of the alphabet and numbers and appropriately use simple, everyday, highly familiar words, numbers, and simple phrases to convey information. Use a highly structured template or a guide to organize information. Perform a few simple edits of handwriting, spelling, punctuation and capitalization, based on feedback from others and using a template or guide.
Speak So Others can Understand	<ul style="list-style-type: none"> Recall and use familiar and highly relevant words and phrases, including words that describe and show action within the Liberian context. Pronounce these words fluently and accurately, with support. Use simple strategies (such as reacting to questions or combining and recombining short known words or phrases) to select and relay information. Apply simple strategies (such as requests for feedback repetition, and rephrasing) to check that one is being understood
Listen Actively	<ul style="list-style-type: none"> Understand and respond to familiar words and phrases in simple questions, explanations. Use simple ways of communicating understanding or asking for clarification. Use non-verbal and visual clues to understand the intent of the speaker.

¹ The complete list of sight words, common everyday words, word patterns, and vocabulary to be learned are listed in the individual lessons

The Liberian Alternative Basic Education Literacy first level materials assume that learners have had little to no schooling. Lessons begin with activities that build the fine motor skills needed for writing as the alphabet is being introduced. By the end of the year, learners are using a variety of decoding and comprehension strategies to read controlled vocabulary texts and are able to write simple sentences independently.

The materials consist of a teacher's book, a student workbook, and related alphabet, sight word, and targeted word flashcards; story charts; and an alphabet strip. The first year course is divided into 7 modules. Each module covers a related set of objectives and includes a mid-module and final assessment.

The design of the materials takes into account the resource-poor conditions in which they will be used. The materials were designed to be used by teachers who have had some teacher training, are, or aspire to be, professional teachers, and will receive curriculum-specific training and continuing support and in-service training on the program. Full lesson plans are provided. After training, teachers are expected to review the lesson plan each day before teaching, and occasionally to prepare simple flash cards or other small item needed for the class, but other preparation is not required.

A two- or three- lesson pattern is established in each module and continued throughout the module. Using this formula, every two (or three) lessons include the same set of activities, via which a new letter or sound is introduced and practiced. By using a predictable sequence of activities, both the teacher and the students quickly become accustomed to the format of the activities and transitions between them, and are therefore able to focus on learning rather than the mechanics of the understanding instructions to new activities.

Each lesson includes the following elements:

- Review of the previous lesson's key objective
- Introduction to the lesson's topic
- Evaluation of skills covered
- Suggested out of school activities (homework)
- Approximate times needed for each activity
- Steps needed to carry out each activity

Each set contains the following additional elements, not necessarily in the same sequence:

- Introduction of the new letter/s or sound/s
- Practice identifying by sound the new letter/s or sound/s
- Practice decoding the letter or sound
- Practice reading controlled text featuring the new letter/s or sound/s and previously learned sight words
- Practice writing

- Vocabulary enrichment
- Reading comprehension via listening and discussion or reading and discussion
- Speaking/listening
- Strategies to improve reading comprehension
- Sight words (through Module E)

The activities themselves include full group, small group, pair, and individual work.

Chapters of a story about a young woman making her way in the world are interwoven into lessons. The teacher reads the chapter aloud to the students, using it to introduce vocabulary and reading comprehension strategies as well as to begin discussions about the realistic issues that face the youth of Liberia.

Each lesson plan starts with a list of objectives, materials needed, and the minimal preparation that must be done prior to teaching the class. Some lessons include “Notes” for the teacher, which provide background information on the objectives of the lesson, such as an explanation of diphthongs.

Each module also includes a mid-module assessment that covers the material taught in the first half of the module. This enables the teacher to determine if anything needs to be reviewed or re-taught before moving to the second half of the module. Each module ends with an end of module assessment on all the material covered in that module.

Teachers are urged to review each lesson plan before teaching, because although the lessons follow a set pattern, they do vary based on the objective being taught. Highlighting points unique to that lesson is recommended.

Organization of Lessons and Materials Needed

The typical progression of activities for each lesson the Literacy Curriculum is as follows:

1. *Introduce:* The topic and/or review previous lesson. Link the content to daily life or experience of learners
2. *Teach and Facilitate:* New concepts and strategies; vocabulary; fluency; listening comprehension; reading comprehension; writing. Each of the activities provides opportunities for learners to practice skills learned. Practice is done as whole class, small groups, pairs, or individuals.

3. *Review*: the main points of the lesson. Briefly summarizing the content helps learners retain and remember what has been learned. Involve learners as much as possible in reviewing the day's activities.
4. *Evaluation*: Workbook and oral activities provide basis for formative evaluation of each lesson (checking progress), while the end-of-module test serves as a summative evaluation, providing information for offering more learning support or counseling where needed.
5. *Follow-up activities*: These activities are generally listed in the lesson plan as opportunities for learners to use in real life or further practice skills learned.

The instructional materials that the facilitator needs to conduct Literacy Level 1 lessons include the following general instructional aides, in addition to the instructional guides for lessons found in this manual:

Letter flash cards, word cards, real objects, alphabet strip, wall space, chalkboard, chalk, lined writing paper (preferably copybooks owned by the learners), writing instrument (pencil is recommended at the beginning levels because it does not easily slip on paper), story charts, decodable story books, workbooks or reproducible work page masters, broad tip markers, fiction and nonfiction library books, books on subjects and life areas, books recommended and provided by the Ministry of Education for this curriculum.

Outline of the Modules

Module A, Lessons 1-22

Lessons 1 & 2: orientation and pre-reading pre-writing preparation.

Lessons 3-22 are divided into 3-lesson sets (3-5, 6-8, 9-11, 12: Mid-Module Assessment, 13-15, 16-18, 19-21, 22: End of Module Assessment)

Module B, Lessons 23-39 are divided into 3-lesson sets (23-25, 26-28, 29-31, 32: Mid-Module Assessment, 33-35, 36-38, 39: End of Module Assessment)

Module C, Lessons 40-59

Module C starts with a single lesson introducing long vowels followed by a pair of lessons, 41-42, on the most short word-long vowel pattern. The remainder of the lessons in Module C, 43-45, 46-48, 50-52, 53-55, 56-58, are three-lesson sets. The Mid-Module Assessment is lesson 49; the End of Module assessment is lesson 59.

Module D, Lessons 60-71

Module D is divided into 2 lesson sets, 60-61, 62-63, 64-65, 67-68, 69-70. The Mid-Module Assessment is Lesson 66; the End of Module Assessment is Lesson 71.

Module E, Lessons 72-85

Module E is divided into 2 lesson sets, 72-73, 74-75, 76-77, 79-80, 81-82, 83-84.

The Mid-Module Assessment is Lesson 78; the End of Module Assessment is Lesson 85.

Module F, Lessons 86-103

Module F is divided into 2 lesson sets, 86-87, 88-89, 90-91, 92-93, 94-95, 97-98, 99-100, 101-102.

The Mid-Module Assessment is Lesson 96; the End of Module Assessment is Lesson 103.

Module G, Lessons 104-107, consists of review lessons. The Year One Assessment, which assesses the material covered throughout the year, is Lesson 108.

How to Use This Curriculum

What is Included?

Estimated time for the total lesson. These estimates are just that: estimates. If a lesson cannot be completed in the time allocated, continue it during the next session.

Lesson Learning Objectives. These are measurable objectives, written in the format “by the end of the lesson, learners will be able to”. The same objective is often repeated from lesson to lesson to give the learner time, over a series of classes and via practice, to truly master the skill or information.

Preparation and Materials. This is a list of all the items the teacher needs to teach the lesson.

Learning Points: This is where teachers will find additional information about topics covered during the lesson.

Activities Each lesson has an estimated time allocated, steps, an evaluation, and follow up suggestions (homework). The lessons tend to follow a set routine: review of the prior lesson, introduction to the current topic, phonics practice, listening comprehension with vocabulary and critical thinking incorporated, writing with reading incorporated. As the learners’ skills increase, more reading is incorporated.

What do so many steps say “Ask” or “Say”?

To avoid making the lessons even longer, we chose to use “ask” and “say” rather than: Explain to the learners that.... Or “Ask the learners....

We also chose not to put in every tiny step of an activity. We assume that when the instruction is “Ask” and the provides a question, teachers know to provide adequate waiting time while the learners think, to call on a wide variety of learners rather than the few who always eagerly offer responses, to follow up questions as appropriate, to correct gently as appropriate.

We assume that when the instruction is “Say”: and provides a statement, teachers will use phrases comfortable and natural to them, will make transitions when needed, and will enact the activity implicit in the statement.

For example, when the instruction is what is shown here, teachers know to re-read the story after they give the instructions, and pause when learners raise their hands to have learners come to the board and point to the word. We assume that teachers might ask the learner to re-read the word and draw out the long vowel sound.

- **Say:** I will re-read the story. Raise your hands when you hear a long vowel.
- When learners raise their hands, invite a learner to point to the word they heard. (The words with the long vowel sounds are underlined in this manual, but not in the learner’s book.)

When the instruction is

Say: Find a partner, teachers will ask learners to vary their writing partners from class to class.

When the end of lesson evaluation indicates that the learners have not yet mastered the materials, teachers will spend more time on the review during the following lesson, and even re-teach as appropriate.

Mid-Module and End of Module Examinations

The mid module examination is a check for the teacher and the learners that allows them to see what they know and what they need to review. The end of module examination lets the teacher and learners know whether the learners have mastered all the material in that module.

During the period where the learners are just beginning to read and write, and without the luxury of easy photocopying, conducting full class examinations is challenging. The assessments provided here are administered to the full class at the same time, without the need to provide each learner with a pre-printed test. At the early stages in the course, the examinations can only supplement the information teachers get as they conduct activities and move through the classroom, checking in with individual students as much as possible.

MODULE A

Module A:

Recognizing and Using Individual Letters and their Sounds at the Initial, Middle, and Ending Positions in Listening, Speaking, Reading, and Writing

By the end of the module, learners will be prepared to:

- Recognize 18 sight words
- Demonstrate familiarity with concepts of print
- Name and write the English alphabet
- Identify sounds made by consonants
- Identify short sounds of vowels
- Recall prior knowledge to assist in understanding.

Overview

- In lessons one and two, students begin to come together as a community while building the fine motor and visual recognition skills needed to learn to read and write. Students immediately put these skills to use learning the names and predominant sounds of each of the letters in the English alphabet. Thus equipped, in lessons 3 – 22, they begin learning how to decode syllables, and have the vocabulary needed to talk about letters, sounds, and spelling. "Sonie's Story", a multi-chaptered tale about a youth who faces many of the challenges common to Liberian young people, is introduced in unit A as well. Via Sonie's Story, students improve their listening skills, learn strategies to enhance comprehension, increase their vocabulary, discuss their opinions, and develop an appreciation for reading for enjoyment.

- Students begin to build their repertoire of sight words in Module A as well. Mastering sight words will enable them to read more fluently; it also provides confidence because not only do they know individual letters, they can read specific words.

Learning Objectives: The learner who successfully completes Module A should be able to:

- Read short sight words with some fluency and appropriate pronunciation.
- Write all the letters of the alphabet in lower and upper case.
- Write their names.
- Identify initial letters and initial sounds of words.
- Identify a period and explain its role.
- Answer comprehension questions that give details on story heard.

Links with other Modules:

- Life skill topics on Understanding Self and Roles.
- Work Readiness Goals.
- Literacy modules 2 - 8

Estimated Length of Module: Six weeks for 21 lessons. 75 minutes class time per lesson.

List of Numbered Lesson Titles for Module A:

LESSON	MODULE A LESSON TITLES
1	Pre-Reading, Writing, Alphabet
2	Pre-Reading, Writing, Alphabet
3	s, t, a
4	m, f,

5	s, t, a, m, f, upper and lower case
6	h, n, e
7	r, d
8	h, n, e, r, d, upper and lower case
9	k, l, i
10	v, w
11	k, l, l, v, w, upper and lower case
12	Mid-module Assessment
13	c, g o
14	b, y
15	c, g, o, b, y upper and lower case
16	p, j, u
17	q x z
18	p, j u, q x z upper and lower case
19	c sounds as s; j sounds g
20	c sounds as s; j sounds g
21	Module A Review Class
22	End of Module Assessment

Background Information:

- There are 26 letters in the English alphabet [A B C].
- Some are called consonants. Some are called vowels.
- Each letter has a name.
- Each letter has a sound that it is identified by.
- Some consonants make more than one sound.
- All vowels make more than one sound.

Evaluation:

- Learners' work documented in copybooks
- Workbook exercises
- Mid-module and end-of-module assessments.

MODULE A

Lesson 1: Introduction

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Explain the importance of learning to read and write in Liberia
- Use the names of peer learners
- Match the first letter of own name with a letter of the alphabet
- List norms peers have chosen for the class
- Understand text read aloud
- Explain that title of a story tells us something about the story

Preparation and Materials:

- Chalkboard, chalk, alphabet strip
- Chart paper, tape, marker
- Name tags for each learner
- Soft object to throw and catch, e.g. ball

Learning Points:

- Getting to know others in a group helps in working and learning together.
- Our individual names tell us apart from others.
- Stories help us identify and address issues in our lives and communities.
- Listening attentively and frequently to new concepts builds language skills fast.

Activities:

15 min **Introduction:** Welcome and warm up
(Needed: ball or something light that can be thrown and caught.)

1. Introduce yourself.
2. Ask the learners to form a circle.
3. Lead a game of name introductions: Say your name and toss the ball to the person standing directly opposite you. The one who receives the ball calls the name of the previous speaker. For example if Lorpu introduces herself and throws the ball to David, David catches the ball and says, "My name is David and this is Lorpu." David then throws the ball to Comfort. Comfort says, my name is Comfort, this is David and that is Lorpu.
4. After everyone has had a turn (the last person saying everyone's name), ask for volunteers to name everyone in the circle.
5. Ask the learners to take their seats.
6. Say: The game enabled each of us to introduce ourselves as individuals. We are also a class and will work together to learn. Knowing each other's names enables us to respect each other and our identities as we form a learning community.

10 min **Motivation for Literacy:**

1. Ask:

- Why do they want to read and write?
 - Why is it important to know how to read and write?
 - What are specific things they want to read and write?
 - What do they hope to be able to do with their literacy and with more fluent English?
2. Record key points on the board.
 3. Summarize what you have heard, repeating some of the main reasons they want to read and write and what they want to read and write.
 4. Conclude by explaining that an educated population is very important to Liberia and to them. Express your delight in being the one to help them accomplish this important goal in life.
 5. Explain the structure that the course will follow: a mixture of listening to the facilitator, working as a whole class, lots of practice in pairs and in small groups. Assure them that doing these things is a good way to learn. The work may go slowly at first but by the end of the year they will be amazed to see how much they are reading and writing. It all depends on their effort.
 6. Explain that the course is organized into modules. In the middle and end of each module is an assessment to make sure they've learned everything to that point.

10 min Developing Classroom Rules:

1. Explain that since they will be studying together for a long time, they should decide on some guidelines to help their work be productive.
2. Post a piece of chart paper. Ask each person to offer one "guideline

for making a productive class”. If they can’t think of a new idea, they can agree with the idea of someone else. If learners have trouble thinking of some, give an example, like “be on time” or “do not interrupt others”

3. Write the ideas on the chart paper as people contribute them.
4. After everyone has agreed or contributed, read them aloud slowly, pointing out each word as you read it.
5. **Ask:** Does everyone agree these will be our class guidelines?
6. Post them in the classroom where everyone can see them. Explain that they will remain up as the class guidelines.

10 min Alphabet Practice:

1. **Say:** We will start by finding out what we know about the letters of the alphabet.
2. Point to the alphabet strip and ask if any can recognize and say the names of the letters as you point to them. Ask if anyone is able to recite the full alphabet in order.
3. Point to each letter as class recites or sings the A-B-C-D to Z

25 min Listening Comprehension:

1. **Explain:** You are going to read a story. The title of the story is “Sonie’s Story”. A title is a name. It usually tells us something about what we are going to read. This title has the name “Sonie”, the name of a young Liberian girl. The story is about her life. You will hear a different short chapter every few lessons.
2. Read Chapter 1 (below) of Sonie’s Story slowly and clearly.

Chapter 1

Life in Voinjama

Once there was a girl in Voinjama named Sonie. She was about 16, tall and dark, with short hair plaited in cornrows. Together with Mama and Papa she lived in a mud hut with thatch roof.

Sonie had a younger brother named Sarkor. He was fifteen but taller than she was. Sarkor was a quiet boy who liked to help Mama and Papa.

Sonie was obedient and hardworking. Each day she went along with her parents and her brother to their farm in the forest. She would help them plant rice, cassava, eddoes, and yam.

Sometimes she stayed home, cleaning up the house and washing her parents' clothes. She cooked and kept the pots and pans clean, too.

One day Sonie was sitting with Mama and Papa. Suddenly Mama said,

"Sonie, the chief would like to marry you. He sees that you're hardworking and says you would make a good wife."

“I don’t want to marry him,” Sonie said, suddenly angry.

“Why wouldn’t you marry him?” Papa asked, frowning at her.

“The chief is 65 and I’m only 16,” she told Papa. “And he has got three wives and many children.”

“That is so,” Papa said, “but its tradition. You must marry the chief at all costs.”

3. **Ask:** Which words are new? Explain the meaning.
4. Re-read Sonie’s story aloud, slowly and clearly.
5. Afterwards, put the learners in small groups so they can discuss these questions together:
 - a. Who is the story about?
 - b. What do we know about her?
 - c. What do we know about her family?
 - d. Where the story does take place?
 - e. What does Sonie’s father want her to do?
 - f. What does Sonie want to do?
 - g. Why?
 - h. Does this happen in your community?
6. Bring the learners back together to share their discussions. Explain that during the next class they will talk about what Sonie should do in this situation.

5 min Evaluation:

1. Call the names on each name tag and have learners collect their name tags.

2. Have the learners find the first letter of their names on the alphabet strip. Help any who need help.

MODULE A

Lesson 2: Introduction, continued

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Use the names of their peers
- Hold a pencil properly
- Write six shapes needed to form letters
- Identify that English text reads from left to right
- Identify the top of a page and the front of a book

Preparation and Materials:

- Chalkboard, 6 pieces of chalk, alphabet strip
- Alphabet flash cards
- Chart paper, tape, marker, pencils
- Learners' books
- Name tags for each learner

Learning Points:

- Students who have not been to school may need to learn how to hold a pencil and may also need to develop the fine motor skills necessary to control a pencil.

Activities:

20 min Introduction: Welcome and Review Group Guidelines

1. Welcome learners back.
2. Explain that knowing each other by name is important. Ask everyone to turn to the person on their left (teach “left” if it is not known) and introduce themselves, giving their name and a little about their families. If they knew this person before joining the class, they should each find someone they do not know and introduce themselves.
3. After 5 minutes, ask the learners to introduce the person they talked to by name to the whole group.
4. After everyone has been introduced, point to the chart paper with group guidelines and ask: Who remembers any of our guidelines?
5. Take some responses. Then read the list again slowly, moving your finger under the words as you read them.

15 min Alphabet Review:

1. **Point to the alphabet strip. Say:** I will read the letters aloud. Stand when you hear the first letter of your name.
2. **Read** the letters aloud, slowly, pointing to each letter as you read it. As different learners stand, check that they have stood at the correct letter.
3. **Say:** Now I will read the letters aloud, but I will not point to them. Listen for the first letter of your name. Stand when you hear it.
4. Read the letters aloud, a little faster than the first time. Check as different learners stand.

5. **Place the flash cards** (A-Z) on different desks around the room, NOT in alphabetical order. Ask the learners to find the flashcard with the first letter of their name and stand next to it. Check that they are in the right place.
6. While they are clustered around the flashcards, have the learners share their homework with others whose names start with the same letter. (They may have to return to their seats to get their writing).
7. Circulate among groups, checking their work. Ask each group to explain to the whole group what object their letter looks like.
8. Explain that they are learning the names and shapes of the letters. Sometimes a letter sounds like its name, but sometimes it sounds different. They will soon start learning the sounds of the letters as well as the names of the letters.

15 min Pre-writing:

1. Explain that all the letters are made up of some basic shapes. To get ready to write, they will learn to make the shapes. Even people who can already write can use some practice with the basic shapes. Every journey starts with a step.
2. Draw on the black board, using big motions so everyone can see:
 - a. A straight line up and down
 - b. A straight line side to side
 - c. A circle, counter clockwise, starting from 2 o'clock position
 - d. A circle clockwise
 - e. Half circle, counter clockwise
 - f. Half circle clockwise
3. Explain that these are the building blocks. Point to the half circle: it looks like a calabash. Point to the lines: they look like sticks.

4. Turn your back to the class. Have everyone raise their arms and follow your motions as you trace the shapes in the air.
5. Divide the class into four groups. Have the groups line up at the chalkboard, one person from each group at the front of the line. Their task is to write the six shapes on the board then hand the chalk to the next person in line and sit down. Encourage them to write small so everyone will have room to write.
6. After everyone has finished, ask the learners to take out their notebooks and write the six shapes in their notebooks a few times for practice.
7. Circulate and help students with the way they hold their pencils if they need it.

5 min Pre-reading:

1. Explain that now they will review a few basics about reading and writing.
2. Hand the learner books out upside down or backwards
3. **Ask:** Turn the book so the front is facing you. How do you know that is the front?
4. **Ask:** Make sure the top is up and the bottom is down. How do you know which is the top? How do you know which is the bottom.
5. **Ask:** Open the book to any page. Where do you start reading? Where do you go next?
6. Explain that most languages are like English. The writing, and the reading, starts on the left and moves to the right. (Demonstrate in a book). In a book, the writing starts at the top of the page and moves

down. Some languages, such as Chinese, start on the right and go down. Some languages, such as Hebrew, start on the right and go left. But English starts on the left and goes right.

15 min Listening Comprehension, Discussion:

1. Ask: What is a title? What does it tell the reader?
2. Ask: What do you remember about chapter 1 of Sonie's Story?
3. Re-read chapter 1.

Chapter 1
Life in Voinjama

Once there was a girl in Voinjama named Sonie. She was about 16, tall and dark, with short hair plaited in cornrows. Together with Mama and Papa she lived in a mud hut with thatch roof.

Sonie had a younger brother named Sarkor. He was fifteen but taller than she was. Sarkor was a quiet boy who liked to help Mama and Papa.

Sonie was obedient and hardworking. Each day she went along with her parents and her brother to their farm in the forest. She would help them plant rice, cassava, eddoes, and yam.

Sometimes she stayed home, cleaning up the house and washing her parents' clothes. She cooked and kept the pots and pans clean, too.

One day Sonie was sitting with Mama and Papa. Suddenly Mama said:

“Sonie, the chief would like to marry you. He sees that you’re hardworking and says you would make a good wife.”

“I don’t want to marry him,” Sonie said, suddenly angry.

“Why wouldn’t you marry him?” Papa asked, frowning at her.

“The chief is 65 and I’m only 16,” she told Papa. “And he has got three wives and many children.”

“That is so,” Papa said, “but it’s tradition. You must marry the chief at all cost.”

4. Divide the learners into groups of four. Ask the groups to discuss:
 - a. What should Sonie do? Why?
 - b. Do you think it is good for parents to choose spouses for their children? Why or why not?
 - c. What do they think will happen next?
5. Bring the groups back together. Have them share their answers.
6. Explain that during the course they will continue listening to and discussing Sonie’s Story and the challenges she faces in her life. They will discuss topics that relate to life in Liberia. They will also be analyzing a story and predicting what will happen next. This is what good readers do.

5 min Evaluation:

1. Remind learners that they have already started to learn about reading and writing. Draw a “sheet” of paper on the board.

2. Ask: If this is a page in a book, where does the writing start? (top, left)
3. Ask: Where does it go after that (from left to right, then down the page)
4. Ask: what else have you learned about reading and writing?

MODULE A

Lesson 3: s, t, short a

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read letters s, t, & short a in lower case
- Write letters s, t, & short a in lower case
- Decode combinations of s, t, & short a
- Identify sounds of s, t, & short a in words
- Recognize sight words: a, sat, at

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Make flashcards yourself for s, t, and a out of notebook paper
- Flashcards for s, t, & a
- Sight word flashcards: a, sat, at

Learning Points:

- The faster words are recognized, the faster reading skills develop.

Activities:

5 min **Review:**

1. Welcome
2. Ask everyone to take out their books and notebooks.
3. Circulate and check that they are orienting them correctly.

5 min **Introduction:**

1. Write **s**, **t**, and **a** on the board.
2. Point to each letter and ask the class to say **the names** of the letters. Give help if needed.
3. Tell class that they will learn the **sounds** of these letters and how to read them in this lesson.

30 min **Reading Sub-Skills:**

1. Point to **s**. Make the sound /s/. Have the learners repeat /s/. Have learners whose names begin with the letter s say their names.
2. Have the class repeat each name beginning with **s**.
3. Point to **t**. Make the sound /t/. Have the learners repeat /t/. Have learners whose names begin with the letter t say their names.
4. Have the class repeat each name beginning with **t**.
5. Point to **a**. Make the sound of short a (as in “pat”). Have the learners repeat a. Have learners whose names begin with a short a say their names.

6. Have the class repeat each name beginning with **a**.
7. Point to each of the letters again and have the class repeat the sounds. (s, t, a). Call on individual students as well as the whole group.
8. **Ask:** What is a word that has an /s/ sound at the beginning? (Point to the s) Allow learners to respond. Give examples if needed: Sasa, soap, soup. (Avoid words beginning with consonant blends like stick, skip.)
9. Say each word again, exaggerating the initial /s/. Have learners repeat the words after you.
10. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /s/, raise your hand.
11. Say: **Sunday, cap, salt, something, sick, soup, coop.**
12. Point to **t**. **Ask:** What is a word that has an /t/ sound at the beginning? (Allow learners to respond. Give examples if needed: tax, take, teacher, time.)
13. Say each word again, exaggerating the initial /t/. Have learners repeat the words after you.
14. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /t/, raise your hand.
15. Say: **Tuesday, tall, till, pill, tool, telephone**
16. Point to **a**. **Ask:** What is a word that has an /a/ sound at the beginning? (Allow learners to respond. Give examples if needed: aunt, at, and.)
17. Say each word again, exaggerating the initial /a/. Have learners

repeat the words after you.

18. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /a/, raise your hand.

19. Say: **ax, alphabet, in, add**

20. **Say:** Let's put some of these letters together. Write on the board:

sa	sat
ta	at

21. Point to and say each syllable. Have the class repeat. Do this a few times.

22. Explain that they will practice this more later.

30 min Write to Read:

1. Model writing "s" on the board. Explain what you are doing.
2. Model writing "t" on the board. Explain what you are doing.
3. Model writing "a" on the board. Explain what you are doing.
4. Divide the class into 4 groups. Divide the blackboard into four sections. Ask each group to line up at one section of the blackboard. Each learner will write "s, t, a" on the blackboard in their section, then return to their seats. (4 learners will be writing at once). Watch as they do this and help them as needed.
5. When they return to their seats, they should turn in their books to the writing practice in lesson 3 and have them practice writing s, t, a.
6. Have learners make flashcards: Show sample flashcards that you have

made and ask the learners to each make three flashcards using paper from their notebooks: a flashcard with an “s” on it, one with an “a” on it, one with a “t” on it. Circulate and help. Explain that they will keep these flashcards and use them almost every day.

7. Model what they should do with a partner by showing the class one flashcard and having them read it. Then show them another, they read it. Then a third. They read it.
8. Have them work in pairs and drill each other with their flash cards. Encourage them to put the letters together in different combinations and sound them out.

10 min Sight Words:

1. Explain that sight words are words that appear so often in things we read that it is best to learn them by heart. Then we can read them more quickly.
2. Say: We will learn three sight words today. Write these words on the board: a, sat, at
3. Point to each word and have the learners say the word.
4. Change the sequence in which you point to the words. Have the learners say them.
5. Say: Read the word on the flashcard. (Hold up a flashcard with either “a”, “sat” or “at”. Continue, changing the sequence until you feel all the learners know it. Call on individuals also.)
6. Ask the learners to make a special place in their notebooks for sight words and write them there. They should study them every night.

5 min Evaluation:

1. Point to the letters for the day and have the learners make the sound of each letter.
2. Hold up the new sight word flash cards and have the learners read them.

At Learners should:

home

1. Write the letters of the day in their books.
2. Read the syllables in their books.
3. Study their sight words.

MODULE A

Lesson 4: m, f

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read letters m, f, (and s, t, & short a) in lower case
- Write letters m, f, (and s, t, & short a) in lower case
- Decode combinations of m, f, s, t, & short a
- Identify sounds of m, f, s, t, & short a in words
- Explain that most sentences end in a period (.).
- Recognize sight words: I, am

Preparation and Materials:

- Chalkboard, chalk, alphabet strip
- Make flashcards yourself for m and f out of notebook paper
- Flashcards for m, f, s, t, & a
- Sight word flashcards: am, as, a, sat, at

Learning Points:

- Introduce the idea that vowels are “a, e, i, o, u, and sometimes y”. We need them to work with the other letters to make syllables. The learners do not need to memorize them.
- Learning sight words---words that appear so often in books that it is useful to know them without having to think about the letters---helps us read faster.
- Most sentences end with a period.

Activities:

5 min Review:

1. Welcomes learners.
2. Ask everyone to take out their notebooks.
3. Use their names as you circulate and check homework (writing the letters s, t, a).

5 min Introduction:

1. Write **m** and **f** on the board.
2. Point to each letter and ask the class to say **the names** of the letters. Give help if needed.
3. Tell the class that they will learn the **sounds** of these letters and how to read them in this lesson.

15 min Reading Skills:

1. Point to **m**. Make the sound /m/. Have the learners repeat /m/. Have learners whose names begin with the letter m say their names.
2. Have the class repeat each name beginning with m
3. Point to **f**. Make the sound /f/. Have the learners repeat /f/. Have learners whose names begin with the letter f say their names.
4. Have the class repeat each name beginning with f.

5. Point to **m**. **Ask:** What is a word that has an /m/ sound at the beginning? (Allow learners to respond. Give examples if needed: mother, make, meat.)
6. Say each word again, exaggerating the initial /m/. Have learners repeat the words after you.
7. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /m/, raise your hand.
8. Say: **mouse, mud, bud, Monday, male**
9. Point to **f**. **Ask:** What is a word that has an /f/ sound at the beginning? (Allow learners to respond. Give examples if needed: female, Friday, fire, first.)
10. Say each word again, exaggerating the initial /f/. Have learners repeat the words after you.
11. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /f/, raise your hand.
12. Say: **female, Friday, fall, pall, free**
13. **Say:** Let's put some of these letters together. We need a vowel for this. Vowels are "a, e, i, o, u, and sometimes y". We need them to work with the other letters to make syllables. We will use "a".
14. **Write on the board:**

ma	mat
fa	fat
sa	sat
ta	tat
15. Point to and say each syllable. Have the class repeat. Do this a few

times.

16. Explain that they will practice more in the next activity.

20 min

Write to Read:

1. Model writing “m” on the board and explain what you are doing.
2. Model writing “f” on the board and explain what you are doing.
3. Divide the class into 4 groups. Divide the blackboard into four sections. Ask each group to line up at one section of the blackboard. Each learner will write m & f on the blackboard in their section, then return to their seats. (4 learners will be writing at once). Watch as they do this and help them as needed.
4. When they return to their seats, they should turn in their books to the writing practice in lesson 4 and practice writing m and f
5. Have the learners make “f” and “m” flashcards.
6. Have them work in pairs and drill each other with their flash cards. Encourage them to use all the flashcards they have: s, m, a, t, f, and put the letters together in different combinations and sound them out.

15 min Sight Words, Reading Practice:

1. Say: Today’s sight words are: am, as. Write them on the board
2. Point to each word and have the learners say the word.
3. Change the sequence in which you point to the words. Have the learners

say them.

4. Have the learners add them to their lists in their notebooks.
5. Have the learners turn to lesson 4. Point out the period at the end of the sentences. Explain that most sentences end in periods.
6. In pairs, have the learners sound out the sentences. Circulate and help.

Ma sat.
Sam sat.
Sam sat as Ma sat.

7. **After a few minutes, have different pairs read aloud.**

5 min Evaluation:

1. Point to the letters for the day and have the learners make the sound of each letter.
2. Hold up the new sight word flash cards and have the learners read them.

**At
home Learners:**

1. Write the letters of the day in their books.
2. Read the syllables in their books.
3. Study their sight words.

MODULE A

Lesson 5: S, M, A, T, F

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read letters m, f, s, t, & short a in upper and lower case
- Write letters m, f, s, t, & short a in upper and lower case
- Decode combinations of m, f, s, t, & short a
- Identify sounds of m, f, s, t, & short a in words
- Recognize sight words: a, sat, at, am, as

Preparation and Materials:

- Chalkboard, chalk, alphabet strip
- Flashcards for m, f, s, t, & a
- Sight word flashcards: a, sat, at, am, as

Learning Points:

- Each letter can be written as a lower case letter and a capital letter. Capital letters are used at the beginning of sentences, for names of people, countries, and cities.

Activities:

10 min **Review:**

1. Welcomes learners.
2. Ask everyone to take out their notebooks.
3. Use their names as you circulate and check homework (writing the letters m, f).

5 min **Introduction:**

1. **Write S, M, A, F, T** on the board.
2. **Point** to each letter and say **the names** of the letters.
3. **Say:** These are the same letters we studied, but these are upper case, or “capital” letters. Each letter can be written as a lower case letter and a capital letter. Capital letters are used at the beginning of sentences, for names of people, countries, and cities. We will learn more about when to use them in other lessons. Now, you will learn to write and recognize them.

20 min **Reading Skills:**

1. Point to each upper case letter. Name it and make the sound it makes. Write the lowercase version underneath it
2. Have the class repeat each upper case letter a number of times.
3. Have the learners open their books and find some upper case letters. Have them turn in their books to the exercise with lower and upper case. Explain that they must find the upper case that goes with the lower case and draw a line between them.

4. Circulate and help as needed.
5. When everyone is finished, go over the answers as a group.

15 min Write to Read:

1. Model writing the upper and lower case s, m, t, f, and a on the board and explain what you are doing.
2. Divide the class into 4 groups. Divide the blackboard into four sections. Ask each group to line up at one section of the blackboard. Each learner will write the **upper case letters** they are studying on the blackboard in their section, then return to their seats. (4 learners will be writing at once). Watch as they do this and help them as needed.
3. When they return to their seats, they should turn in their books to the writing practice in lesson 5 and practice writing their upper case letters

20 min Listening Comprehension, Vocabulary:

1. Tell learners you are going to continue with Sonie's story. Ask a volunteer to summarize what has happened so far.
2. Read Chapter 2 of Sonie's Story aloud once, slowly and clearly.

Chapter 2

Sonie Makes a Choice

"No, I don't want to marry him," Sonie pleaded, sobbing. Then she got up and ran out of the hut.

Mama and Papa were sad. Soon Mama began to cry. Many young girls were married already. They thought the chief would

make Sonie a good husband.

But that night Sonie could not sleep. Each time she thought of the chief as her husband she wept bitterly. She thought he was too old and ugly. And she had heard that he beat his wives often. But she knew that she would come to marry him finally. She did not want to hurt Mama and Papa. She wanted to obey them as best she could. Weeping, she finally fell asleep.

The next morning the chief called the elders. He told them he would marry Sonie. The elders agreed and sent for Sonie.

But when the guards of the chief came they did not meet Sonie. Her parents were weeping. Sonie had fled away to Monrovia.

3. Bring the groups back together. Hear one or two responses from each group.
4. Ask: Which words are new? Explain the meaning. Ask learners to use them in sentences.
5. Re-read Sonie's story aloud, slowly and clearly.
6. Afterwards, put the learners in small groups so they can discuss these questions together:
 - a. Who do Papa and Mama want Sonie to marry?
 - b. Why?
 - c. Why does Sonie **not** want to marry the chief?
 - d. What does Sonie want to do for her parents?
 - e. Why is Sonie crying?
 - f. What does Sonie do?
 - g. Why? What do you think will happen next?

h. What advice would you give Sonie?

10 min Evaluation:

1. Write s, m, a, t, and f on the board. Have the learners say the name and make the sound of each letter.
2. Write on the board and have the learners read:
➤ sa, ma, ta, fa, sat, mat, fat, tat
3. Hold up each sight word flash card and have the learners read them.

**At
home**

Learners:

1. Read the syllables and words in lesson 5.
2. Practice writing capital and lower case letters in lesson 5.
3. Study their sight words.

MODULE A

Lesson 6: h, n, short e

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read letters h, n & short e in lower case
- Write letters h, n & short e in lower case
- Decode combinations of h, n & short e
- Identify sounds of h, n & short e in words
- Recognize sight words: me, the, he

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Make flashcards yourself for h, n, and e out of notebook paper
- Flashcards for h, n, & e
- Sight word flashcards: a, sat, at, am as, me, the, he

Learning Points:

- The faster words are recognized, the faster reading skills develop.

Activities:

5 min Review:

1. Welcome.
2. Circulate and check homework.
3. Review sight words **a, sat, at, am, as** using flashcards.

5 min Introduction:

1. **Write h, n, and e** on the board.
2. **Point** to each letter and ask the class to say **the names** of the letters. Give help if needed.
3. **Tell** the class that they will learn the **sounds** of these letters and how to read them in this lesson.

30 min Reading Sub-Skills:

1. **Point** to **h**. Make the sound /h/. Have the learners repeat /h/. Have learners whose names begin with the letter h say their names.
2. Have the class repeat each name beginning with **h**.
3. **Point** to **n**. Make the sound /n/. Have the learners repeat /n/. Have learners whose names begin with the letter n say their names.
4. Have the class repeat each name beginning with **n**.
5. **Point** to **e**. Make the sound of short e (as in “bet”). Have the learners repeat e. Have learners whose names begin with a short e say their names.

6. Have the class repeat each name beginning with **e**.
7. **Point** to each of the letters again and have the class repeat the sounds (h, n, e). Call on individual students as well as the whole group.
8. **Ask:** What is a word that has an /h/ sound at the beginning? (Point to the h). Allow learners to respond. Give examples if needed: house, hold, hand.
9. Say each word again, exaggerating the initial /h/. Have learners repeat the words after you.
10. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /h/, raise your hand.
Say: hides, hit, ides, holiday, help, elf
11. **Point** to **n**. **Ask:** What is a word that has an /n/ sound at the beginning? (Allow learners to respond. Give examples if needed: nice, night, nothing. Avoid words that have homonyms with different spelling, such as “no—know”.)
12. **Say** each word again, exaggerating the initial /n/. Have learners repeat the words after you.
13. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /n/, raise your hand.
Say: never, now, how, name, aim, nest.
14. **Point** to **e**. **Ask:** What is a word that has an /e/ sound at the beginning? (Allow learners to respond. Give examples if needed: end, elephant.)
15. **Say** each word again, exaggerating the initial /e/. Have learners

repeat the words after you.

16. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /e/, raise your hand.

Say: **elephant, ever, in, end, extra**

17. **Say:** Let's put some of these letters together with ones we have already studied. Write on the board:

ha	hat	he	hen	het
na	nat	ne	nen	net

18. **Point** to and say each syllable (short a and short e). Have the class repeat. Do this a few times.

19. Explain that they will practice this more later.

30 min Write to Read:

1. Model writing "h" on the board. Explain what you are doing.
2. Model writing "n" on the board. Explain what you are doing.
3. Model writing "e" on the board. Explain what you are doing.
4. Divide the class into 4 groups. Divide the blackboard into four sections. Ask each group to line up at one section of the blackboard. Each learner will write "h, n, e" on the blackboard in their section, then return to their seats. (4 learners will be writing at once). Watch as they do this and help them as needed.
5. When they return to their seats, they should turn in their books to the writing practice in lesson 6 and have them practice writing h, n, e
6. Have learners make flashcards for h, n, e. Circulate and help.

7. Model what they should when they are working with a partner: Show the class one flashcard, have them read it. Then show them another, they read it. Then a third. They read it.
8. Have them work in pairs and drill each other with their flash cards. Encourage them to put the letters together in different combinations and sound them out.

10 min Sight Words:

1. Say: Today's sight words are: me, the, he . Write them on the board. (explain that "e" can have different sounds. They practiced "short e" as in bet, het, but when it's in the words "me" and "he", the e says its name)
2. Point to each word and have the learners say the word.
3. Change the sequence in which you point to the words. Have the learners say them.
4. Say: Read the word on the flashcard. (Hold up a flashcard. Continue, changing the sequence until you feel all the learners know it. Call on individuals also.)
5. Have the learners add them to their lists in their notebooks.

5 min Evaluation:

1. Point to the letters for the day and have the learners make the sound of each letter.
2. Hold up the new sight word flash cards and have the learners read them.

At home Learners:

1. Write the letters of the day in their books.
2. Read the syllables in their books.
3. Study their sight words.

MODULE A

Lesson 7: r, d

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read letters r, d, (and h, n, & short e) in lower case
- Write letters r, d, (and h, n, & short e) in lower case
- Decode combinations of r, d, h, n, & short e
- Identify sounds of r, d, h, n, & short e in words
- Recognize sight words: are, she

Preparation and Materials:

- Chalkboard, chalk, alphabet strip
- Make flashcards yourself for r and d out of notebook paper
- Flashcards for m, f, s, t, & a, r, d, h, n, e
- Sight word flashcards: a, sat, at, am, as, me, the, he, are, she

Activities:

5 min **Review:**

1. Welcome.
2. Circulate and check homework.
3. Review sight words **a, sat, at, am, as, me, the, he** using flashcards.

5 min **Introduction:**

1. **Write** r and **d** on the board.
2. **Point** to each letter and ask the class to say **the names** of the letters. Give help if needed.
3. **Tell** class that they will learn the **sounds** of these letters and how to read them in this lesson.

15 min **Reading Skills:**

1. **Point** to **r**. Make the sound /r/. Have the learners repeat /r/. Have learners whose names begin with the letter r say their names.
2. Have the class repeat each name beginning with r.
3. **Point** to **d**. Make the sound /d/. Have the learners repeat /d/. Have learners whose names begin with the letter d say their names.
4. Have the class repeat each name beginning with d.
5. **Point** to **r**. **Ask:** What is a word that has an /r/ sound at the beginning? (Allow learners to respond. Give examples if needed: road, ride, run.)

6. **Say** each word again, exaggerating the initial /r/. Have learners repeat the words after you.
7. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /r/, raise your hand.
Say: raise, haze, roof, river, ice, rice.
8. **Point to d. Ask:** What is a word that has an /d/ sound at the beginning? (Allow learners to respond. Give examples if needed: do, dog, dinner)
9. **Say** each word again, exaggerating the initial /d/. Have learners repeat the words after you.
10. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /d/, raise your hand.
Say: did, to, do, dark, divide, dish.
11. **Say:** Let's put some of these letters together.
12. **Write** on the board:

ra	rat	re	ret
da	dat	de	det
ha	hat	he	het
na	nat	ne	net
13. **Point** to and say each syllable. Have the class repeat. Do this a few times.

25 min Write to Read:

1. Model writing "r" on the board and explain what you are doing.
2. Model writing "d" on the board and explain what you are doing.

3. Divide the class into 4 groups. Divide the blackboard into four sections. Ask each group to line up at one section of the blackboard. Each learner will write r & d on the blackboard in their section, then return to their seats. (4 learners will be writing at once). Watch as they do this and help them as needed.
4. When they return to their seats, they should turn in their books to the writing practice in lesson 7 and practice writing r and d.
5. Have the learners make “r’ and “d” flashcards.
6. Have them work in pairs and drill each other with their flash cards. Encourage them to use all the flashcards they have: s, m, a, t, f, h, n, e, r, d and put the letters together in different combinations and sound them out.

15 min Sight Words, reading practice:

1. Say: Today’s sight words are: are, she. Write them on the board
2. Point to each word and have the learners say the word.
3. Change the sequence in which you point to the words. Have the learners say them.
4. Have the learners add them to their lists in their notebooks.
5. Have the learners turn in their books to Lesson 7. In pairs, they should sound out the sentences in their books. Circulate and help them.

Ma sat.
She sat.
She and ma sat.
At the end, she and ma sat.

6. After a few minutes, ask different pairs to read aloud.

5 min

Evaluation:

1. Point to the letters for the day and have the learners make the sound of each letter.
2. Display the new sight word flash cards and have the learners read them.

**At
home**

Learners should:

1. Write the letters of the day in their books.
2. Read the syllables and sentences in their books.
3. Study their sight words.

MODULE A

Lesson 8: H, N, E, R, D

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read letters h, n, short e, r, & d in upper and lower case
- Write letters h, n, short e, r, & d in upper and lower case
- Decode combinations of h, n, short e, r, & d
- Identify sounds of h, n, short e, r, & d in words
- Recognize sight words: me, the, he, are, she
- Identify a “chapter” as a section in a story
- Explain that the title of a chapter can give information about what is in the chapter

Preparation and Materials:

- Chalkboard, chalk, alphabet strip
- Flashcards for h, n, short e, r, & d
- Sight word flashcards: a, sat, at, am, as, me, the, he, are, she

Learning Points:

- When you write your name, the first letter is capital.
- A story is broken into chapters. Chapter titles can provide information about what will happen in the chapter.

Activities:

10 min **Review:**

1. Welcome.
2. Circulate and check homework.
3. Review sight words **a, sat, at, am, as, me, the, he, are, she** using flash cards.

5 min **Introduction:** 5 minutes (introduction)

1. Write **H N E R D** on the board.
2. Point to each letter and say **the names** of the letters.
3. **Say:** These are the same letters we studied, but these are upper case, or “capital” letters. Each letter can be written as a lower case letter and a capital letter. Capital letters are used at the beginning of sentences, for names of people, countries, and cities. When you write your name, the first letter is capital.

20 min **Reading Skills:**

1. **Point** to each upper case letter. Name it and make the sound it makes. Write the lowercase version underneath it
2. Have the class repeat each upper case letter a number of times.
3. Have the learners open their books and find some upper case letters. Have them turn in their books to the exercise in lesson 8 with lower and upper case. Explain that they must match the upper and lower case versions of the letters and draw a line between them.

4. Circulate and help as needed.
5. When everyone is finished, go over the answers as a group.

15 min Write to Read:

1. Model writing the upper and lower case h, n, e, r, d on the board and explain what you are doing.
2. Divide the class into 4 groups. Divide the blackboard into four sections. Ask each group to line up at one section of the blackboard. Each learner will write the **five upper case letters** they are studying on the blackboard in their section, then return to their seats. (4 learners will be writing at once). Watch as they do this and help them as needed.
3. When they return to their seats, they should turn in their books to the writing practice in lesson 8 and practice writing their upper case letters.

20 min Listening Comprehension, Vocabulary:

1. **Ask:** What has happened in Sonie's story so far?
2. **Say:** Good readers use clues such as chapter titles to help them understand what they are reading. This chapter is called "Sonie Comes to Monrovia." Thinking of this title, and what happened in earlier chapters, what do you think might happen in this chapter? (Take a variety of responses. Probe about why they make the predictions they do.)
3. **Say:** Now I'll read and we can see if your predictions were accurate.
4. Read Chapter 3 of Sonie's Story aloud once, slowly and clearly.

Chapter 3

Sonie Comes to Monrovia

In Monrovia Sonie met her aunt Deddeh. She told her what had happened in Voinjama. Deddeh was happy that she had not married.

“It’s better that you go to school,” she told Sonie. “Education is good. Once you are educated nobody would disregard your rights so easily. And you could get a job, a home, and marry a man of your choice, and not get forced on a man you don’t want.”

“I thought so, too,” Sonie said with a laugh.

Deddeh sold small, small things in the market. Sonie began to help her sell in the market, too. Deddeh helped pay Sonie’s school fees.

5. **Ask:** Which words are new? Explain the meaning. Ask learners to use them in sentences.
6. **Re-read** the story, slowly and clearly.
7. Put the learners in **small groups** so they can discuss these questions together:
 - a. Who did Sonie meet in Monrovia?
 - b. What was Deddeh’s opinion about Sonie’s choice?

- c. What is your opinion about Sonie's choice?
 - d. What does Deddeh think Sonie should do?
 - e. Why?
 - f. What do you think that Sonie should do? Why?
 - g. How does Deddeh earn a living?
 - h. How does she help Sonie?
8. Bring the groups back together. Hear one or two responses from each group.

10 min Evaluation:

1. Write h, n, e, r, d, s, m, a, t, and f on the board. Have the learners say the name and make the sound of each letter.
2. Write on the board and have the learners read:
 - ha, na, ra, da, sa, ma, ta, fa
 - he, ne, re, de, se, me te, fe
3. Display each sight word flash card and have the learners read them.

**At
home**

Learners:

1. **Read** the syllables and words in lesson 8.
2. **Practice** writing capital and lower case letters in lesson 8.
3. **Study** their sight words.

MODULE A

Lesson 9: k, l, short i

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read letters k, l, & short i in lower case
- Write letters k, l, & short i in lower case
- Decode combinations of k, l, & short i
- Identify sounds of k, l, & short i in words
- Recognize sight words: l, is, in

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Make flashcards yourself for k, l, i out of notebook paper
- Flashcards for k, l, l, a, s, t, m, h, n, e, r, d, f
- Sight word flashcards: a, sat, at, am as, me, the, he, are, she, l, is, in

Activities:

5 min **Review:**

1. Welcome.
2. Circulate and check homework.
3. Review sight words **a, sat, at, am, as, me, the, he, are, she** using flashcards.

5 min **Introduction:**

1. **Write k, l, i** on the board.
2. **Point** to each letter and ask the class to say **the names** of the letters. Give help if needed.
3. **Tell** the class that they will learn the **sounds** of these letters and how to read them in this lesson.

30 min **Reading Sub-Skills:**

1. **Point** to **k**. Make the sound /k/. Have the learners repeat /k/. Have learners whose names begin with the letter k say their names.
2. Have the class repeat each name beginning with **k**
3. **Point** to **l**. Make the sound /l/. Have the learners repeat /l/. Have learners whose names begin with the letter n say their names.
4. Have the class repeat each name beginning with **l**
5. **Point** to **i**. Make the sound of short i (as in “bit”). Have the learners repeat i. Have learners whose names begin with a short i say their

names.

6. Have the class repeat each name beginning with **i**
7. **Point** to each of the letters again and have the class repeat the sounds (k, l, i). Call on individual students as well as the whole group.
8. **Ask:** What is a word that has a /k/ sound at the beginning? (Point to the k) Allow learners to respond. Give examples if needed: keep, kit. (Many words that have the “k” sound at the beginning are spelled with c. Greet those with “Good---that is the “k” sound, but the spelling is “c’ but the sound is k)
9. Say each word again, exaggerating the initial /k/. Have learners repeat the words after you.
10. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /k/, raise your hand.
Say: kit, kettle, keep, beep, kind.
11. **Point to l. Ask:** What is a word that has an /l/ sound at the beginning? (Allow learners to respond. Give examples if needed: Liberia, laugh, love.)
12. Say each word again, exaggerating the initial /l/. Have learners repeat the words after you.
13. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /l/, raise your hand.
Say: like, bike, light, long, wrong, love, leave
14. **Point to i. Ask:** What is a word that has an /i/ sound at the beginning? (Allow learners to respond. Give examples if needed: if, in, invite.)
15. **Say** each word again, exaggerating the initial /i/. Have learners

repeat the words after you.

16. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /i/, raise your hand.

Say: **invite, if, whiff, indicate, it**

17. **Say:** Let's put some of these letters together with ones we have already studied. Write on the board:

ki	ka	ke	mi	di
li	la	le	ri	si

18. **Point** to and say each syllable (short a, short e, short i). Have the class repeat. Do this a few times.

25 min Write to Read:

1. **Model** writing "k" on the board. Explain what you are doing.
2. **Model** writing "l" on the board. Explain what you are doing.
3. **Model** writing "i" on the board. Explain what you are doing.
4. **Divide** the class into 4 groups. Divide the blackboard into four sections. Ask each group to line up at one section of the blackboard. Each learner will write "k, l, i" on the blackboard in their section, then return to their seats. (4 learners will be writing at once). Watch as they do this and help them as needed.
5. When they return to their seats, have them turn in their books to the writing practice in lesson 9 and have them practice writing k, l, i
6. Have learners make flashcards for k, l, i. Circulate and help.
7. Have them work in pairs and drill each other with their flash cards. Encourage them to put the letters together in different combinations

and sound them out.

15 min Sight Words, Reading Practice:

1. Say: Today's sight words are: I, is, in* (explain that "I" can have different sounds. They practiced "short i" as in bit, but when they see capital I, it says its name, and it means I). Write them on the board.
2. Point to each word and have the learners say the word.
3. Change the sequence in which you point to the words. Have the learners say them.
4. Have the learners add them to the lists in their notebooks.
5. Have the learners turn to lesson 9. In pairs, they should sound out the sentences in their books. Circulate and help them.

He is in it.
Ma is in it.
He is fat.
She is fat.
The mat is red.
The hen is red.

6. After a few minutes, ask different pairs to read aloud.

5 min Evaluation:

1. Point to the letters for the day and have the learners make the sound of each letter.
2. Display the new sight word flash cards and have the learners read them.

**At
home**

Learners:

1. Write the letters of the day in their books.
2. Read the syllables in their books.
3. Study their sight words.

MODULE A

Lesson 10: v, w

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read letters v, w (and k, l, & short i) in lower case
- Write letters v, w (and k, l, & short i) in lower case
- Decode combinations of v, w and short i, e, a
- Identify sounds of v, w (and k, l, & short i) in words
- Recognize sight words: we, will

Preparation and Materials:

- Chalkboard, chalk, alphabet strip
- Make flashcards yourself for v and w out of notebook paper
- Flashcards for v, w, k, l, i, m, f, s, t, & a, r, d, h, n, e
- Sight word flashcards: a, sat, at, am, as, me, the, he, are, she, l, is, in, we, will

Activities:

5 min **Review:**

1. Welcome.
2. Circulate and check homework.
3. Review sight words **I, is, in** using flashcards.

5 min **Introduction:**

1. **Write** v and w on the board.
2. **Point** to each letter and ask the class to say **the names** of the letters. Give help if needed.
3. Tell class that they will learn the **sounds** of these letters and how to read them in this lesson.

15 min **Reading Skills:**

1. **Point** to v. Make the sound /v/. Have the learners repeat /v/. Have learners whose names begin with the letter v say their names.
2. Have the class repeat each name beginning with v.
3. **Point** to w. Make the sound /w/. Have the learners repeat /w/. Have learners whose names begin with the letter w say their names.
4. Have the class repeat each name beginning with w.
5. **Point** to v. **Ask:** What is a word that has an /v/ sound at the beginning? (Allow learners to respond. Give examples if needed: value, vine.)

6. **Read** each word again, exaggerating the initial /v/. Have learners repeat the words after you.
7. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /v/, raise your hand.
Say: vine, vice, vision, new, view, vet
8. **Point** to w. **Ask:** What is a word that has an /w/ sound at the beginning? (Allow learners to respond. Give examples if needed: water, wait, win.)
9. **Say** each word again, exaggerating the initial /w/. Have learners repeat the words after you.
10. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /w/, raise your hand.
Say: win, wind, vine, weather, wish
11. **Say:** Let's put some of these letters together.
12. **Write** on the board:

vi	va	vat	ve	vet
wi	wa	wat	we	wet
ki	ka	kat	ke	ket
li	la	lat	le	let
13. **Point** to and say each syllable. Have the class repeat. Do this a few times.
14. Explain that they will practice this more later

25 min Write to Read:

1. **Model** writing "v" on the board and explain what you are doing.

2. **Model** writing “w” on the board and explain what you are doing.
3. **Divide** the class into 4 groups. Divide the blackboard into four sections. **Ask** each group to line up at one section of the blackboard. Each learner will write v & w on the blackboard in their section, then return to their seats. (4 learners will be writing at once). Watch as they do this and help them as needed.
4. When they return to their seats, have them turn in their books to the writing practice in lesson 10 and practice writing v and w
5. Have the learners make “v” and “w” flashcards.
6. Have them work in pairs and drill each other with their flash cards. Encourage them to use all the flashcards they have: s, m, a, t, f, h, n, e, r, d, k, l, l, v, w and put the letters together in different combinations and sound them out.

15 min Sight Words, Reading Practice:

1. **Say:** Today’s sight words are: **we, will.** **Write** them on the board
2. **Point** to each word and have the learners say the word.
3. **Change** the sequence in which you point to the words. Have the learners say them.
4. **Ask** the learners to add them to their lists in their notebooks.
5. Have the learners turn to lesson 10. Working in pairs, they should sound out the sentences in the book. Circulate and help them.

We will.

I will.

She will.

She is wet.
He is wet.
The mat is red and wet.

6. After a few minutes, ask different pairs to read aloud.

5 min Evaluation:

1. **Point** to the letters for the day and have the learners make the sound of each letter.
2. **Display** the new sight word flash cards and have the learners read them.

**At
home Learners:**

1. **Write** the letters of the day in their books.
2. **Read** the syllables in their books.
3. **Study** their sight words.

MODULE A

Lesson 11: K, L, I, V, W

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read letters k, l, i, v, w in upper and lower case
- Write letters k, l, i, v, w in upper and lower case
- Decode combinations of k, l, i, v, w and letters already studied
- Identify sounds of k, l, i, v, w in words
- Recognize sight words: I, is, in, we, will
- Explain that “I” when used to mean “me” is always capitalized.

Preparation and Materials:

- Chalkboard, chalk, alphabet strip
- Flashcards for k, l, i, v, w
- Sight word flashcards: a, sat, at, am, as, me, the, he, are, she, I, is, in, we, will

Learning Points:

- When you write your name, the first letter is capital.
- A story is broken into chapters. Chapter titles can provide information about what will happen in the chapter.

Activities:

10 min **Review:**

1. Welcome.
2. Circulate and check homework.
3. Review sight words **I, is, in, we, will** using flash cards.

5 min **Introduction:** 5 minutes (introduction)

1. **Write K L I V W** on the board.
2. **Point** to each letter and say **the names** of the letters.
3. **Say:** These are the same letters we studied, but these are upper case, or “capital” letters. Each letter can be written as a lower case letter and a capital letter. “I” is a special capital letter: it makes the word “I”. When I use “I” to mean myself, always capitalize it, even when it’s in the middle of a sentence.

20 min **Reading Skills:**

1. **Point** to each upper case letter. Name it and make the sound it makes. Write the lowercase version underneath it
2. Have the class repeat each upper case letter a number of times.
3. Have the learners open their books to lesson 11 and find the exercise with lower and upper case. Explain that they must match the upper and lower case versions of the letters and draw a line between them.
4. **Circulate** and help as needed.

5. When everyone is finished, go over the answers as a group.

15 min Write to Read:

1. Model writing the upper and lower case K, l, I, v, w on the board and explain what you are doing.
2. Divide the class into 4 groups. Divide the blackboard into four sections. Ask each group to line up at one section of the blackboard. Each learner will write the **upper case letters** they are studying on the blackboard in their section, then return to their seats. (4 learners will be writing at once). Watch as they do this and help them as needed.
3. When they return to their seats, they should turn in their books to the writing practice in lesson 11 and practice writing their upper case letters

20 min Listening Comprehension, Vocabulary:

1. **Ask:** What happened in Sonie's story so far?
2. **Say:** Today you will hear the fourth chapter of Sonie's story. This chapter is called "Shopping Problems."
3. **Ask:** Knowing what happened in the first three chapters, and with that chapter title, what do you think will happen next?
4. Read **Chapter 4** of Sonie's Story aloud once, slowly and clearly.

Chapter 4

Shopping Problems

One day Deddeh gave Sonie \$2,500.00 Liberian dollars,

which was all her market money. She sent Sonie to buy 5 boxes of candles for \$300.00, a gallon of vegetable oil for \$650.00, a box of toothpaste for \$850.00, and half a bag of rice for \$675.00. And then she told Sonie to return with the change, after she had bought all the goods.

Sonie went to a goods store and bought everything, with each goods costing exactly as Deddeh had told her.

Finally, when she was leaving, she asked, “I’ve change from the money, isn’t it?”

“There’s no change,” the man told her.

“But my aunt said you’ll give me change,” she stammered.

“There’s no change,” the man shouted, driving her out of his store.

5. **Ask:** Which words are new? Explain the meaning. Ask learners to use them in sentences.
6. Put the learners in small groups so they can discuss the questions together.
 - a. How much money did Deddeh give Sonie?
 - b. What will Sonie do with the money?
 - c. What will she buy?
 - d. Will Sonie get change?
 - e. What happened?
 - f. Why?
 - g. Has anything like this ever happened to you?
 - h. What should Sonie do? What advice would you give her?

i. What do you think will happen next?

7. Bring the groups back together. Hear one or two responses from each group.

10 min Evaluation:

1. **Write** k, l, i, v, w, h, n, e, r, d, s, m, a, t, and f on the board. Have the learners say the name and make the sound of each letter.
2. **Write** on the board and have the learners read:
Ki, li, vi, wi, hi, ni, ri, di, si, mi, ti, fi
ka, la, va, wa, ha, na, ra, da, sa, ma, ta, fa
ke, le, ve, we, he, ne, re, de, se, me te, fe
3. **Display** each sight word flash card and have the learners read them.

**At
home**

Learners:

1. **Read** the syllables and words in lesson 11.
2. **Practice** writing capital and lower case letters in lesson 11.
3. **Study** their sight words.

MODULE A

Lesson 12: Mid-Module Assessment

During this review session you will check learners' understanding of what has been taught so far in this module. This short assessment is not graded. The purpose is to help you and the learners know how well they understand the concepts. When learners have finished the assessment and you have discussed the answers, review anything they are having trouble with.

Suggested plan for this session:

1. Tell learners that you will give them a short quiz to check their understanding. The quiz will not be graded. The purpose is to help them understand how much they have learned and what they still need to work on. Ask them to work alone and encourage them to do their best.
2. Conduct the quiz (Part A, below). Read the directions aloud, speaking clearly. Repeat the directions twice. Learners should write in their copy books.

If you see someone who is having trouble, please talk to her or him so you can figure out how to help in the future. Give learners adequate time to complete the work.

3. Correct the quiz together. After each question, stop and review the material.

Lesson 12: Mid-Module Assessment

1. **As I say the sounds for the following letters, write the letter in upper and lower case in your copy book.** (Repeat the sound 2 or 3 times, with some time in between the repetitions. Give students time to form the letter. *(Checks ability to hear sounds w, m, h, d, l. Checks ability to form upper and lower case w, m, h, d, l)*)

w m h d l (L)

2. **Copy this in your copybook.** (Write the sentence on the board for students to copy, and read it aloud.) *(Checks ability to form letters l, s, a, t. Checks ability to space words – not studied yet – pre-test. Checks ability to recognize sight word “sat”.)*

I sat

- a. Draw a circle around the word ‘sat’
- b. Draw a line under the letter ‘l’

3. **Copy this in your copybook.** (Write the sentence on the board for students to copy, and read it aloud.) *(Checks ability to form letters w, e, r. Pre-test ability to space words . Checks ability to recognize sight word “we” and “are”.)*

We are.

- a. There are two e’s in this sentence. Draw a circle around each of them.
- b. Draw a line around the word ‘we’.
- c. Draw a line over the word “are”

- 4. I will say a word. Write the letter that represents the sound at the beginning of the word.** Here is a practice word: mat (sound out the m very clearly and slowly). **What is the letter at the beginning? Right, m.** *(Checks ability to recognize sound of k, h, t, w, v, r, n, a; Checks ability to write lower case k, h, t, w, Upper case h, v, r, n, a)*
- a. **Write this beginning sound with a lower case letter: kit**
 - b. **Write this beginning sound with a lower case letter: hit**
 - c. **Write this beginning sound with a lower case letter: time**
 - d. **Write this beginning sound with a lower case letter: wet**
 - e. **Write this beginning sound with an upper case letter: hat**
 - f. **Write this beginning sound with an upper case letter: vat**
 - g. **Write this beginning sound with an upper case letter: rid**
 - h. **Write this beginning sound with an upper case letter: net**
 - i. **Write this beginning sound with an upper case letter: at**

MODULE A

Lesson 13: c, g, short o

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read letters c, g, & short o in lower case
- Write letters c, g, & short o in lower case
- Decode combinations of c, g, & short o
- Identify sounds of c, g, & short o in words
- Recognize sight words: can, get, on

Preparation and Materials:

- Chalkboard, chalk, eraser, alphabet strip
- Make flashcards yourself for c, g, o out of notebook paper
- Flashcards for c, g, o, k, l, l, v, w, a, s, t, m, h, n, e, r, d, f
- Sight word flashcards: a, sat, at, am as, me, the, he, are, she, I, is, in, we, will, **can, get, on**

Activities:

5 min **Review:**

1. Welcome.
2. **Circulate** the room and check homework.
3. **Review** sight words a, sat, at, am, as, me, the, he, are, she, I, is, in we, will using flashcards.

5 min **Introduction:**

1. **Write c, g, o** on the board.
2. **Point** to each letter and ask the class to say **the names** of the letters. Give help if needed.
3. **Tell** class that they will learn the **sounds** of these letters and how to read them in this lesson.

30 min **Reading Sub-Skills:**

1. **Point** to **c**. Make the sound /c/ (cat). Have the learners repeat /c/. Have learners whose names begin with the letter c say their names. (It is the same as the initial “k”)
2. Have the class repeat each name beginning with **c**.
3. **Point** to **g**. Make the sound /g/ (girl). Have the learners repeat /g/. Have learners whose names begin with the letter g say their names.
4. Have the class repeat each name beginning with **g**
5. **Point** to **o**. Make the sound of short o (as in “dog”). Have the

learners repeat o. Have learners whose names begin with a short o say their names.

6. Have the class repeat each name beginning with **o**.
7. **Point** to each of the letters again and have the class repeat the sounds (c,g,o). Call on individual students as well as the whole group.
8. **Ask:** What is a word that has a /c/ sound at the beginning? (Point to the c) Allow learners to respond. Give examples if needed: can, come. Remind learners that the initial /k/ sound is the same. Remind them also that they will learn another initial sound for c in a different lesson.
9. **Say** each word again, exaggerating the initial /c/. Have learners repeat the words after you.
10. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /c/, raise your hand.
Say: can, count, call, ball, cry, quick, cold
11. Point to **g**. **Ask:** What is a word that has an /g/ sound at the beginning? (Allow learners to respond. Give examples if needed: girl, go, glad)
12. Say each word again, exaggerating the initial /g/. Have learners repeat the words after you.
13. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /g/, raise your hand.
Say: girl, curl, go, green, gain, bang, gang
14. Point to **o**. **Ask:** What is a word that has an /o/ sound at the beginning? (Allow learners to respond. Give examples if needed: of,

odd, one.)

15. Say each word again, exaggerating the initial /o/. Have learners repeat the words after you.

16. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /o/, raise your hand.

Say: **one, odd, word, of, have**

17. **Say:** Let's put some of these letters together with ones we have already studied. Write on the board:

ca co ro
ga go mo

18. Point to and say each syllable (short a, short e, short l, short o). Have the class repeat. Do this a few times.

19. Explain that they will practice this more later.

25 min Write to Read:

1. **Model** writing "c" on the board. Explain what you are doing.

2. **Model** writing "g" on the board. Explain what you are doing.

3. **Model** writing "o" on the board. Explain what you are doing.

4. **Divide** the class into 4 groups. Divide the blackboard into four sections. Ask each group to line up at one section of the blackboard. Each learner will write "c, g, o" on the blackboard in their section, then return to their seats. (4 learners will be writing at once). Watch as they do this and help them as needed.

5. When they return to their seats, they should turn in their books to the writing practice in lesson 13 and have them practice writing c, g,

o

6. Have learners make flashcards for c, g, o. Circulate around the room and help.
7. Have them work in pairs and drill each other with their flash cards. Encourage them to put the letters together in different combinations and sound them out.

15 min Sight Words, Reading Practice:

1. **Say:** Today's sight words are: can, get, on. Write them on the board.
2. **Point** to each word and have the learners say the word.
3. **Change** the sequence in which you point to the words. Have the learners say them.
4. **Ask** the learners to add them to the lists in their notebooks.
5. **Ask** the learners to turn to lesson 13. In pairs, have the learners practice reading. Circulate and help.

She can get on.

We can get on

We will get on.

6. Ask a few pairs to read aloud.

5 min Evaluation:

1. **Point** to the letters for the day and have the learners make the sound of each letter.
2. **Display** the new sight word flash cards and have the learners read

them.

**At
home**

Learners should:

1. **Write** the letters of the day in their books.
2. **Read** the syllables in their books.
3. **Study** their sight words.

MODULE A

Lesson 14: b, y

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read letters b, y, (and c, g, & o) in lower case
- Write letters b, y, (and c, g, & o) in lower case
- Decode combinations of b, y, (and c, g, & o)
- Identify sounds of b, y, (and c, g, & o) in words
- Recognize sight words: by, be

Preparation and Materials:

- Chalkboard, chalk, alphabet strip
- Make flashcards yourself for b and y out of notebook paper
- Flashcards for b, y, c, g, o v, w, k, l, i, m, f, s, t, & a, r, d, h, n, e
- Sight word flashcards: **can, get, on, by, be**, a, sat, at, am, as, me, the, he, are, she, I, is, in, we, will

Activities:

5 min Review:

1. **Welcome.**
2. **Circulate** and check homework.
3. **Review** sight words **can, get, on** using flashcards.

5 min Introduction:

1. **Write** b and y on the board.
2. **Point** to each letter and ask the class to say **the names** of the letters. Give help if needed.
3. Tell class that they will learn the **sounds** of these letters and how to read them in this lesson.

15 min Reading Skills:

1. **Point** to **b**. Make the sound /b/. Have the learners repeat /b/. Have learners whose names begin with the letter b say their names.
2. Have the class repeat each name beginning with b
3. **Point** to **y**. Make the sound /y/. Have the learners repeat /y/. Have learners whose names begin with the letter y say their names.
4. Have the class repeat each name beginning with y
5. **Point** to **b**. **Ask:** What is a word that has an /b/ sound at the beginning? (Allow learners to respond. Give examples if needed: ball, bag)

6. **Say** each word again, exaggerating the initial /b/. Have learners repeat the words after you.
7. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /b/, raise your hand.
Say: bag, big, pig, bone, bat, pat,
8. **Point to y. Ask:** What is a word that has an /y/ sound at the beginning? (Allow learners to respond. Give examples if needed: yellow, young, yell.)
9. . each word again, exaggerating the initial /y/. Have learners repeat the words after you.
10. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /y/, raise your hand.
Say: yellow, hello, young, yes, yell, your.
11. **Say:** Let's put some of these letters together.
12. **Write** on the board:

ba	bi	be	bet	bo
ya	yi	ye	yet	yo
13. **Point** to and say each syllable. Have the class repeat. Do this a few times.
14. Explain that they will practice this more later

20 min Write to Read:

1. **Model** writing "b" on the board and explain what you are doing.
2. **Model** writing "y" on the board and explain what you are doing.

3. **Divide** the class into 4 groups. Divide the blackboard into four sections. Ask each group to line up at one section of the blackboard. Each learner will write b & y on the blackboard in their section, then return to their seats. (4 learners will be writing at once). Watch as they do this and help them as needed.
4. When they return to their seats, they should turn in their books to the writing practice in lesson 10 and practice writing b and y
5. Have the learners make “b’ and “y” flashcards.
6. Have them work in pairs and drill each other with their flash cards. Encourage them to use all the flashcards they have and put the letters together in different combinations and sound them out.

20 min Sight Words, Reading Practice:

1. **Say:** Today’s sight words are: by, be. **Write** them on the board.
2. **Point** to each word, pronounce it, and have the learners repeat.
3. Change the sequence in which you point to the words. Have the learners say them.
4. Have the learners add them to their lists in their notebooks.
5. Have the learners turn to lesson 14. In pairs, have them read the sentences. Circulate and help

She is on the mat.

He is on the mat.

Sam can get on it.

Ma can get on it.

Will he?

Will she?

6. Have a few pairs read aloud.

5 min

Evaluation:

1. Point to the letters for the day and have the learners make the sound of each letter.
2. Display the new sight word flash cards and have the learners read them.

**At
home**

Learners should:

1. **Write** the letters of the day in their books.
2. **Read** the syllables in their books.
3. **Study** their sight words.

MODULE A

Lesson 15: C G O B Y

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read letters c, g, o, b, y in upper and lower case
- Write letters c, g, o, b, y in upper and lower case
- Decode combinations of c, g, o, b, y and letters already studied
- Identify sounds of c, g, o, b, y in words
- Recognize sight words: can, get, on, by, be

Preparation and Materials:

- Chalkboard, chalk, alphabet strip
- Flashcards for c, g, o, b, y
- Sight word flashcards

Activities:

10 min **Review:**

1. Welcome.
2. **Circulate** and check homework.
3. **Review** sight words **can, get, on, by, be** using flash cards.

5 min **Introduction:**

1. **Write** C, G, O, B, Y on the board.
2. **Point** to each letter and say the names of the letters.
3. **Say:** These are the same letters we studied, but these are upper case, or “capital” letters.

20 min **Reading Skills:**

1. **Point** to each upper case letter. Name it and make the sound it makes. Write the lowercase version underneath it
2. **Have** the class repeat each upper case letter a number of times. Have the learners open their books to lesson 15. Have them find the exercise with lower and upper case. Explain that they must match the upper and lower case versions of the letters and draw a line between them.
3. Circulate and help as needed.
4. When everyone is finished, go over the answers as a group.

15 min Write to Read:

1. **Model** writing the upper and lower case C, G, O, B, Y on the board and explain what you are doing.
2. Divide the class into 4 groups. Divide the blackboard into four sections. Ask each group to line up at one section of the blackboard. Each learner will write the **upper case letters** they are studying on the blackboard in their section, then return to their seats. (4 learners will be writing at once). Watch as they do this and help them as needed.
3. When they return to their seats, they should turn in their books to the writing practice in lesson 15 and practice writing their upper case letters

20 min Listening Comprehension, Vocabulary:

1. **Ask:** What happened in Sonie's story so far?
2. **Say:** Today you will hear the fifth chapter of Sonie's story. This chapter is called "Deddeh Steps In."
3. **Ask:** Knowing what happened in the other chapters, and with that chapter title, what do you think will happen next?
4. **Read** Chapter 5 of Sonie's Story aloud once, slowly and clearly.

Chapter 5 **Deddeh Steps In**

When Sonie came home and told Deddeh what had happened, Deddeh flew into a rage. Together they rushed back to the store.

“Why did you cheat the girl?” Deddeh asked, entering the store and pointing an accusing finger at the man behind the counter.

“Who said I cheated her?” the man asked, scowling.

“She said you didn’t give her any change,” Deddeh said.

“There wasn’t any change left,” the man shot at her.

“All right, let’s add the cost of the goods she bought,” Deddeh said.

“I am too busy for that,” the man said, counting his money behind the counter.

5. **Ask:** Which words are new? Explain the meaning.
6. **Read** the story aloud again once.
7. **Ask** these questions (put the learners in small groups so they can discuss the questions together, then ask different groups to respond)
 - a. What did Deddeh do when Sonie told her what happened?
 - b. Is that what you thought she would do?
 - c. What was Deddeh’s mood when she entered the store?
 - d. What did she say to the shopkeeper?
 - e. What did the shopkeeper say?
 - f. Did the shopkeeper want to cooperate with Deddeh?
 - g. Why or why not?
 - h. What do you think will happen next?

8. Bring the groups back together. Hear one or two responses from each group.

10 min Evaluation:

1. Write **c, g, o, b, y** on the board. Have the learners say the name and make the sound of each letter.
2. Display **each sight word flash card** and have the learners read them.

**At
home**

Learners should:

1. **Read** the syllables and words in lesson 15.
2. Practice writing capital and lower case letters in lesson 15.
3. Study their sight words

MODULE A

Lesson 16: p, j, short u

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read letters p, g, & short u in lower case
- Write letters p, g, & short u in lower case
- Decode combinations of p, g, & short u
- Identify sounds of p, g, & short u in words
- Recognize sight words: **but, put, if**

Preparation and Materials:

- Chalkboard, chalk, eraser, alphabet strip
- Flashcards for p, j u c, g, o, k, l, l, v, w, a, s, t, m, h, n, e, r, d, f
- Sight word flashcards: a, sat, at, am as, me, the, he, are, she, l, is, in, we, will, can, get, on, by, be, **but, put, if**

Activities:

5 min Review:

1. Welcome.
2. **Circulate** and check homework.
3. **Review** sight words using flashcards.

5 min Introduction:

1. **Write p, j, u** on the board.
2. **Point** to each letter and ask the class to say **the names** of the letters. Give help if needed.
3. **Tell** class that they will learn the **sounds** of these letters and how to read them in this lesson.

30 min Reading Sub-Skills :

1. **Point** to **p**. Make the sound /p/. Have the learners repeat /p/. Have learners whose names begin with the letter p say their names.
2. Have the class repeat each name beginning with **p**.
3. **Point** to **j**. Make the sound /j/. Have the learners repeat /j/. Have learners whose names begin with the letter j say their names.
4. Have the class repeat each name beginning with **j**
5. **Point** to **u**. Make the sound of short u (as in “put”). Have the learners repeat u. Have learners whose names begin with a short u say their names.

6. Have the class repeat each name beginning with **u**
7. **Point** to each of the letters again and have the class repeat the sounds (p, j, u). Call on individual students as well as the whole group.
8. **Ask:** What is a word that has a /p/ sound at the beginning? (Point to the p) Allow learners to respond. Give examples if needed: pop, pink, put.
9. **Say** each word again, exaggerating the initial /p/. Have learners repeat the words after you.
10. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /p/, raise your hand.
Say: pop, bop, bill, pill, pencil, plus
11. **Point** to **j**. **Ask:** What is a word that has an /j/ sound at the beginning? (Allow learners to respond. Give examples if needed: jolly, jelly, June)
12. **Say** each word again, exaggerating the initial /j/. Have learners repeat the words after you.
13. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /j/, raise your hand.
Say: June, July, coin, join, jeans, cheese
14. **Point** to **u**. **Ask:** What is a word that has a short u sound at the beginning? (Allow learners to respond. Give examples if needed: up, under.)
15. **Say** each word again, exaggerating the initial /u/. Have learners repeat the words after you.
16. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /u/, raise your hand.

Say: **up, under, ugly, awful, umbrella, bum**

17. **Say:** Let's put some of these letters together with ones we have already studied. Write on the board:

pu pa pe po pi
ju ja je jo ji

18. **Point** to and say each syllable (short a, short e, short i, short o). Have the class repeat. Do this a few times.
19. Explain that they will practice this more later.

30 min Write to Read:

1. **Model** writing "p" on the board. Explain what you are doing.
2. **Model** writing "j" on the board. Explain what you are doing.
3. **Model** writing "u" on the board. Explain what you are doing.
4. **Divide** the class into 4 groups. Divide the blackboard into four sections. Ask each group to line up at one section of the blackboard. Each learner will write "p, j, u" on the blackboard in their section, then return to their seats. (4 learners will be writing at once). Watch as they do this and help them as needed.
5. When they return to their seats, they should turn in their books to the writing practice in lesson 16 and have them practice writing p, j, u
6. Have learners make flashcards for p, j u. Circulate and help.
7. Have them work in pairs and drill each other with their flash cards. Encourage them to put the letters together in different combinations and sound them out.

10 min Sight Words:

1. **Say:** Today's sight words are: can, get, on. Write them on the board.
2. **Point** to each word and have the learners say the word.
3. Change the sequence in which you point to the words. Have the learners say them.
4. **Ask** the learners to add them to the lists in their notebooks.

5 min Evaluation:

1. **Point** to the letters for the day and have the learners make the sound of each letter.
2. **Display** the new sight word flash cards and have the learners read them.

At home Learners should:

1. **Write** the letters of the day in their books.
2. **Read** the syllables in their books.
3. **Study** their sight words.

MODULE A

Lesson 17: q, x, z

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read letters q, x, z (and p, j, & u) in lower case
- Write letters q, x, z (and p, j, & u) in lower case
- Decode combinations of q, x, z (and p, j, & u) and other letters
- Identify sounds of q, x, z (and p, j, & u) in words
- Recognize sight words: why, have

Preparation and Materials:

- Chalkboard, chalk, alphabet strip
- Flashcards for the whole alphabet
- Sight word flashcards, including the new words: why, have

Learning Points:

- In most English words with a “q”, the q is directly followed by u.

Activities:

5 min Review:

1. Welcome.
2. **Circulate** and check homework.
3. **Review** sight words **but, put, if** using flashcards.

5 min Introduction:

1. **Write** q, x, z on the board.
2. **Point** to each letter and ask the class to say **the names** of the letters. Give help if needed.
3. **Tell** class that they will learn the **sounds** of these letters and how to read them in this lesson.

15 min Reading Skills:

1. **Point** to **q**. Make the sound /q/. Have the learners repeat /q/. Have learners whose names begin with the letter q say their names.
2. Have the class repeat each name that begins with q.
3. **Point** to **x**. Make the sound /x/. Have the learners repeat /x/. Have learners whose names begin with the letter y say their names.
4. Have the class repeat each name that begins with x.
5. **Point** to **z**. Make the sound /z/. Have the learners repeat /z/. Have learners whose names begin with the letter z say their names.

6. Have the class repeat each name that begins with z.
7. **Point to q. Ask:** What is a word that has an /q/ sound at the beginning? (Allow learners to respond. Give examples if needed: quick, quit.)
8. Say each word again, exaggerating the initial /q/. Have learners repeat the words after you.
9. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /q/, raise your hand.
Say: quick, kit, quit, quiet, cupid, quote, coat
10. **Point to x. Ask:** What is a word that has an /x/ sound at the beginning? (Allow learners to respond. Give examples if needed: x-ray, extra.)
11. **Say** each word again, exaggerating the initial /x/. Have learners repeat the words after you.
12. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /x/, raise your hand.
Say: x-ray, exist, exit, escape.
13. **Point to z. Ask:** What is a word that has an /z/ sound at the beginning? (Allow learners to respond. Give examples if needed: zebra, zany.)
14. **Say** each word again, exaggerating the initial /z/. Have learners repeat the words after you.
15. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the sound /z/, raise your hand.
Say: zebra, see, zeal, seal, zip,

20 min Write to Read:

1. Model writing “q” on the board and explain what you are doing.

2. Model writing “x” on the board and explain what you are doing.
3. Model writing “z” on the board and explain what you are doing.
4. Divide the class into 4 groups. Divide the blackboard into four sections. Ask each group to line up at one section of the blackboard. Each learner will write q, x, and z on the blackboard in their section, then return to their seats. (4 learners will be writing at once). Watch as they do this and help them as needed.
5. When they return to their seats, they should turn in their books to the writing practice in lesson 17 and practice writing v and w
6. Have the learners make “q”, “x”, and “z” flashcards.
7. Have them work in pairs and drill each other with their flash cards. Encourage them to use all the flashcards they have and put the letters together in different combinations and sound them out.

15 min Sight Words, Reading Practice:

1. **Say:** Today’s sight words are: Why, have. Write them on the board.
2. **Point** to each word, pronounce it, and have the learners repeat.
3. Change the sequence in which you point to the words. Have the learners say them.
4. Have the learners add them to their lists in their notebooks.
5. Have the learners turn to lesson 17. In pairs, have them read the sentences. Circulate and help

Why have fun?
Why not?

6. Have a few pairs read aloud.

5 min Evaluation:

1. **Point** to the letters for the day and have the learners make the sound of each letter.
2. **Display** the new sight word flash cards and have the learners read them.

**At
home Learners should:**

1. **Write** the letters of the day in their books.
2. **Read** the syllables in their books.
3. **Study** their sight words.

MODULE A

Lesson 18: P J U Q X Z

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read letters p j u q x z in upper and lower case
- Write letters p j u q x z in upper and lower case
- Decode combinations of p j u q x z and letters already studied
- Identify sounds of p j u q x z in words
- Recognize **sight words**: but, put, if, why, have

Preparation and Materials:

- Chalkboard, chalk, alphabet strip
- Flashcards for p j u q x z
- Sight word flashcards

Activities:

10 min Review:

1. Welcome.
2. **Circulate** and check homework.
3. **Review** sight words **can, get, on, by, be** using flash cards.

5 min Introduction:

1. **Write P J U Q X Z** on the board.
2. **Point** to each letter and say **the names** of the letters.
3. **Say:** These are the same letters we studied, but these are upper case, or “capital” letters.

20 min Reading Skills:

1. **Point** to each upper case letter. Name it and make the sound it makes. Write the lowercase version underneath it
2. Have the class repeat each upper case letter a number of times.
3. Have the learners turn in their books to the Lesson 18, upper & lower case exercise. Explain that they must match the upper and lower case versions of the letters and draw a line between them.
4. **Circulate** and help as needed.
5. When everyone is finished, go over the answers as a group.

15 min Write to Read:

1. **Model** writing the upper and lower case P, J, U, Q, X, Z on the board and explain what you are doing.
2. Divide the class into 4 groups. Divide the blackboard into four sections. Ask each group to line up at one section of the blackboard. Each learner will write the **upper case letters** they are studying on the blackboard in their section, then return to their seats. (4 learners will be writing at once). Watch as they do this and help them as needed.
3. When they return to their seats, they should turn in their books to the writing practice in lesson 18 and practice writing their upper case letters.

20 min Listening Comprehension, Vocabulary:

1. **Ask:** What happened in Sonie's story so far?
2. **Say:** Today you will hear the sixth chapter of Sonie's story. This chapter is called "Justice is Done."
3. **Ask:** Knowing what happened in the other chapters, and with that chapter title, what do you think will happen in this chapter?
4. Read Chapter 6 of Sonie's Story aloud once, slowly and clearly.

Chapter 6

Justice is Done

Deddeh left the store to call a police officer. The police officer came. He demanded that the man add the cost of the goods Sonie had bought from him. At first the store man refused,

quarreling with the police officer. Finally he agreed. When the cost of the goods was counted a change of \$25.00 was left.

"I am sorry," the store man said. "I wasn't paying any attention."

"Shut up," the police officer said. "You business people often jump at the slightest chance to steal a few dollars. Now I just want to take you to the police station and lock you up."

"Don't lock him up," Deddeh said. "I am happy we got our change back."

Warning the store man that if he were ever caught cheating again he would be locked up, the police officer turned on his heels and left.

On their way back home, Deddeh said, "Sonie, you should try to learn some math, so that people wouldn't cheat you whenever you go to buy something."

"Yes, aunty Deddeh," Sonie said, nodding her head.

5. **Ask:** Which words are new? Explain the meaning.
6. **Read** the story aloud again once.
7. **Ask** these questions (put the learners in small groups so they can discuss the questions together, then ask different groups to respond)
 - a. Who did Deddeh get to help her?
 - b. Did the shopkeeper want to cooperate with the policeman?

- c. What happened?
- d. What was Deddeh's reaction?
- e. Why do you think she did not want the shopkeeper to go to jail?
- f. Do you agree with her? Why or why not?
- g. Would this happen in your community?
- h. If someone you knew was cheated by a shopkeeper, what advice would you give them? Why?

8. Bring the groups back together. Have each group share one or two responses.

10 min Evaluation:

- 1. **Write** p, j, u q, x, z on the board. Have the learners say the name and make the sound of each letter.
- 2. **Display** each sight word flash card and have the learners read them.

**At
home**

Learners should:

- 1. **Read** the syllables and words in lesson 18.
- 2. **Practice** writing capital and lower case letters in lesson 18.
- 3. **Study** their sight words

MODULE A

Lesson 19: c sounds s, g sounds j

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read letters c when it sounds like s, g when it sounds like j in lower and upper case
- Write letters c when it sounds like s, g when it sounds like j in lower and upper case
- Decode combinations of c when it sounds like s, g when it sounds like j, and vowels
- Identify sounds of c when it sounds like s, g when it sounds like j in words
- Recognize sight words: **did, says, of**

Preparation and Materials:

- Chalkboard, chalk, eraser, alphabet strip
- Flashcards with pictures of words and words:
 - giant, gentle, giraffe, gym
 - cent, circus, city, cereal
- Sight word flashcards: did, says, of and other sight words

Learning Points:

- When c has e, i, or immediately following it, the sound for c will usually be /s/ (soft c)
- When g has e, i, or y immediately following it, the sound for g will usually be /j/ (soft g)

Activities:

5 min **Review:**

1. Welcome.
2. **Circulate** and check homework.
3. **Review** sight words using flashcards.

5 min **Introduction:**

1. **Write c** and **g** on the board.
2. **Point** to each letter and ask the class to say **the names** of the letters.
3. **Point** to each letter and ask the class to say the sound of the letter.
4. Tell class that they will learn the **other sound** each of these letters makes and how to read them in this lesson.

30 min **Reading Sub-Skills:**

1. **Point** to **c**. Make the sound /k/.
2. **Say:** You learned the /k/ sound for c.
3. **Ask:** What are some words that start with the /k/ sound for c? (cat, call, catch, come).
4. **Point to c again.** Make the /s/ sound for c.
5. **Say and display flashcards:** Here are some words that start with the /s/ sound for c. Cent, circus, city, cereal. Have the learners repeat them.

6. **Write** them on the board: **cent, circus, city, cereal.**
7. **Point** out that in these words, “e” or “i” follow the c. That is how you know it is a “soft” c and makes the /s/ sound. “Y” after “c” also causes c to have the /s/ sound.
8. Point to **g**. Make the sound / g/.
9. **Say:** You learned the /g/ sound for g.
10. **Ask:** What are some words that start with the /g/ sound for g? (Guitar, gold, go, gain.)
11. **Point to g again.** Make the /j/ sound for g.
12. **Say and display flashcards:** Here are some words that start with the /j/ sound for g. Giant, gentle, giraffe, gym. Have the learners repeat them.
13. **Write** them on the board: Giant, gentle, giraffe, gym.
14. **Point out** that in these words, “e” “i” or “y” follow the g. That is how you know it is a “soft” g and makes the /j/ sound. Usually (not always), g followed by e, i, or y makes the soft g.
15. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the soft c, raise your hand.
Say: corn, call, **cell**, catch, **city**, cold, cup, **center, circle**
16. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the soft g, raise your hand.
➤ **Say:** guitar, **giraffe**, gold, **general, ginger, giant**, got
17. **Ask:** When you write these letters, do they look any different from the

c and g you already learned? (NO!)

10 min Reading Practice:

1. Have the learners turn to lesson 19 in their books. Review the guidelines for soft c and g:
 - When **c** has e, i, or immediately following it, the sound for c will usually be /s/ (soft c)
 - If you don't remember the rule, just try a hard c, then a soft c. Which makes a word you recognize?
 - When **g** has e, i, or y immediately following it, the sound for g will usually be /j/ (soft g)
 - If you don't remember the rule, just try a hard g, then a soft g. Which makes a word you recognize?
2. **Explain:** Work in pairs. In this exercise, you circle the words with the soft c or soft g. These are many of the same words we just practiced listening to.
3. Circulate and help.
4. Correct the exercise as a class.

EXERCISE:

- | | | |
|------------|--------|---------|
| a. city | corn | call |
| b. catch | cell | cold |
| c. cup | call | center |
| d. guitar | gold | giraffe |
| e. general | ginger | get |
| f. giant | got | gold |

(Answers: a. city, b. cell, c. center, d. giraffe, e. general, f. giant)

10 min Sight Words, Reading:

1. **Say:** Today's sight words are: did, says, of. Write them on the board.
2. **Point** to each word and have the learners say the word.
3. Change the sequence in which you point to the words. Have the learners say them.
4. **Ask** the learners to add them to the lists in their notebooks.
5. Have the learners turn to lesson 19. In pairs, have them read the sentences. Circulate and help

Sam says we can get in the car.
Why?
Ma says get in.
We did.

6. Have a few pairs read aloud.

5 min Evaluation:

1. **Display** the "soft g" and "soft c" flash cards and have learners read them aloud.
2. **Ask:** what are the other sounds the "g" and "c" can make? (Hard g and c.)
3. Display the new sight word flash cards and have the learners read them.

**At
home Learners should:**

1. **Read** the syllables in their books.

2. **Study** their sight words.

MODULE A

Lesson 20: c sounds s, g sounds j

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read letters c when it sounds like s, g when it sounds like j in lower and upper case
- Write letters c when it sounds like s, g when it sounds like j in lower and upper case
- Decode combinations of c when it sounds like s, g when it sounds like j, and vowels
- Identify sounds of c when it sounds like s, g when it sounds like j in words
- Recognize sight words: **go, goes**
- Explain that stories and books have characters: the people (or creatures) the story is about

Preparation and Materials:

- Chalkboard, chalk, alphabet strip
- Flashcards for the whole alphabet
- Sight word flashcards, including the new words: go, goes

Learning Points:

- When c has e, i, or y immediately following it, the sound for c will usually be /s/ (soft c).
- When g has e, i, or y immediately following it, the sound for g will usually be /j/ (soft g).
- In books and stories, the people (or animals) the story is about are the characters.

Activities:

5 min **Review:**

1. Welcome.
2. **Review** sight words **did, says, of** using flashcards.

5 min **Introduction:**

1. **Write** c and g on the board.
2. **Ask:** What did we learn about the sounds of c and g?
3. **Say:** Today we will review the soft sounds of c and g.

15 min **Reading Skills:**

1. **Point** to **c**. Make the sound /k/.
2. **Ask:** What are some words that start with the /k/ sound for c? (cat, call, catch, come).
3. **Point to c again.** Make the /s/ sound for c.
4. **Ask:** What are some words that start with the /s/ sound for c?
5. **Write** them on the board.
6. **Point** out that in these words, “e” or “l” follow the c. That is how you know it is a “soft” c and makes the /s/ sound. “Y” after “c” also causes c to have the /s/ sound.
7. Point to **g**. Make the sound / g/.

8. **Ask:** What are some words that start with the /g/ sound for g? (guitar, gold, go, gain)
9. **Point to g again.** Make the /j/ sound for g.
10. **Ask:** What are some words that start with the /j/ sound for g?
11. **Write** them on the board.
12. **Point out** that in these words, “e” “l” or “y” follow the g. That is how you know it is a “soft” g and makes the /j/ sound. Usually (not always), g followed by e, l, or y makes the soft g.
13. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the soft c, raise your hand.
Say: **cereal**, corn, call, **cell**, catch, **city**, cold, cup, **center**, **circle**, curl
14. **Say:** I am going to say some words. Please listen very carefully. If the word you hear begins with the soft g, raise your hand.
➤ **Say:** guitar, gold, **giraffe**, **general**, gap, **ginger**, goat **giant**, got
15. **Ask:** When you write these letters, do they look any different from the c and g you already learned? (NO!)

10 min Sight Words:

1. **Say:** Today’s sight words are: go, goes. Write them on the board.
2. Point to each word, pronounce it, and have the learners repeat.
3. Change the sequence in which you point to the words. Have the learners say them.
4. Have the learners add them to their lists in their notebooks.

20 min Listening Comprehension, Vocabulary:

1. **Explain:** Characters are the main people in a book or story. They don't have to be people---they can be animals, like the spider in many folk tales.
2. **Ask:** Who are the main characters in Sonie's story? (Sonie, Deddeh) Who are lesser characters? (Sonie's parents, the shopkeeper, the policeman)
3. **Say:** Today you will hear the seventh chapter of Sonie's story. This chapter is called "Deddeh Throws Sonie Out."
4. **Ask:** Knowing what happened in the other chapters, and with that chapter title, what do you think will happen in this chapter?
5. **Read** Chapter 7 of Sonie's Story aloud once, slowly and clearly.

Chapter 7

Deddeh Throws Sonie Out

One day Deddeh left to go to the hospital. Sonie fell asleep at the market table. A thief came and stole \$3000.00 of Deddeh's market money, which Sonie had put in a bag tied round her waist.

When Deddeh came back and learned what had happened, she beat Sonie unmercifully. Then she threw her out of the house!

Sonie did not have anywhere else to go. She began to sleep on the street. The street was often crowded with teenagers during the night and into the early morning hours. Many of the

girls and boys were young, some younger than Sonie was. But they smoked cigarettes, drank liquor, and fought with knives, rocks, and broken bottles.

Living on the street was hard, and Sonie could barely survive. Each day she looked for odd jobs, fetching water, selling, and running errands for people. Sometimes she thought of being a prostitute. Many of the young prostitutes she had seen were well dressed. She felt that they got more money than they could use for food. But she had heard of HIV, and that made her afraid of prostitution.

6. Ask: Which words are new? Explain the meaning.
7. Read the story aloud again once.
8. Ask these questions (put the learners in small groups so they can discuss the questions together, then ask different groups to respond)
 - a. Why did Deddeh throw Sonie out?
 - b. If you were Deddeh, would you have thrown her out? Why or why not? What would you have done?
 - c. What did Sonie do after Deddeh threw her out?
 - d. How did Sonie survive?
 - e. How do you think Sonie feels about Deddeh now?
 - f. Do you think Sonie ever regrets her choice to leave her village? Why or why not?
 - g. Does this happen in your community?
9. Bring the groups back together to share.

5 min Evaluation:

1. **Ask:** what is a character in a story?
2. Display the new sight word flash cards and have the learners read them.

**At
home**

Learners should:

1. **Study** their sight words.

MODULE A

Lesson 21: Review of Module A

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

By the end of Module A, learners will be able to:

- Hold pencil correctly
- Orient book correctly
- Name all letters
- Say sounds of all consonants and short sounds of vowels
- Recognize and write all letters in lower and upper case
- Decode syllables that have short vowel sounds
- Recognize 30 sight words (see sight word lists)
- Read sentences written with sight words already studied
- Explain what a chapter is and what a character is
- Predict what might happen in a chapter based on the chapter title

Preparation and Materials:

- Chalkboard, chalk, alphabet strip
- Divide the blackboard into 4 sections. In each section, write the alphabet twice, once lower case, once upper case, with the letters all jumbled up.
- Sight word flashcards

Activities:

5 min **Introduction:**

1. Explain that this is the last class in Module A. It is a review class. The next class is their end of module assessment.
2. **Say:** Today we will review everything we have learned in Module A.
3. Hold a book upside down. Ask a volunteer to explain how to hold it correctly.
4. Ask everyone to hold their pencil as if they are going to write. Walk around and check that they are holding it correctly.

20 min **Letter Recognition: Name and Sound**

1. **Divide** the class into 4 teams.
2. **Explain:**
 - a. The teams will line up at the blackboard.
 - b. You will say a letter. For example, “capital A”.
 - c. The people (one from each team) at the blackboard have to find the letter in their section of the blackboard and circle it.
 - d. The first team to circle the correct letter wins a point. You will keep score on the blackboard.
 - e. The people at the blackboard run to the back of their teams’ lines, and the next people in line step up to the blackboard.
 - f. You will call out another letter. Etc. The team with the most points at the end wins.
3. Have each team line up at the blackboard.
4. Play the game.

5. **After 10 letters**, change to saying the case (upper and lower) and SOUND of the letter (not the name)
6. Continue.

30 min Sight Words, reading and writing:

1. Divide the learners into groups of three.
2. Have them turn to their sight word lists. Their task:
 - a. On a new piece of notebook paper, write as many different sentences as they can using their sight words.
3. Circulate and help.
4. After 10 minutes, have the groups exchange notebooks. Their task is to read the sentences written in their friends' notebook.
5. After 10 minutes have the groups exchange notebooks with a different group and read more sentences.

15 min Review:

1. Ask the learners to review the lessons in Module A in their books. They should practice reading the syllables in each lesson and review the sight words again.

**At
home**

Learners should:

1. **Study** their sight words.
2. **Review** all the units they have already completed.

MODULE A

Lesson 22: End of Module Assessment

During this session you will assess learners' understanding of the lessons taught in this module. This assessment will be graded. Each numbered section is worth 20 points.

Steps:

- Tell learners that you will give them a test on Module A. The test will be graded. Ask them to work alone and encourage them to do their best.
- Conduct the assessment (below). Read the directions aloud, speaking clearly. Repeat the directions twice. Learners should write in their note books.
- When learners have finished, collect their note books for grading.
- Discuss each of the assessment activities and answer learners' questions. Ask learners how they felt about the test. Was it difficult? Easy?

MODULE A

Lesson 22: End of Module Assessment

1. **Write your name.** (1 point)
2. **As I say the sounds for the following letters, write the letter in your note book. Write the upper case form and the lower case form.** (Repeat the sound 2 or 3 times, with some time in between the repetitions. Give students time to form the letter.) (10 points)

Pp

Yy

Ll

Rr

Oo

3. **Copy this sentence in your copybook.** (Write the sentence on the board for students to copy.)

Bob is my brother.

- a. **Draw a circle around the two forms of the letter B** (1 point)
- b. **Draw a line under the word my** (1 point)

4. **Copy this sentence in your copybook.** (Write the sentence on the board for students to copy.)

She sat.

- a. **Draw a line under the word she** (1 point)

- b. Draw a circle around the letter h (1 point)
 - c. Draw a line under the letter a (1 point)
5. I will say a word. Write the letter that represents the sound at the beginning of the word.
- a. Write this letter in the lower case : voice (1 point)
 - b. Write this letter in the upper case: father (1 point)
 - c. Write this letter in the lower case: did (1 point)
 - d. Write the letter in the lower case: goat (1 point)

MODULE B

Module B: Recognizing and using short vowel sound

By the end of the module, learners will be prepared to:

- Recognize and use short and long vowel sounds in the beginning, middle and ending positions
- Read selected key words and sight words, with some support
- Write all letters in upper and lower cases; write own name and selected sight words
- Demonstrate listening comprehension by discussing details of short stories and other text

Overview:

- There are no syllables or words in English that consist of consonants, or a consonant alone. In Module B, students learn the vowels, aeiou and sometimes y, which can stand alone as a consonant, and which combine with consonants to form syllables. Each vowel can make a few different sounds. In Module B, students learn how to recognize when a vowel is making a short sound.
- Sonie's Story continues, providing students with the opportunity to enrich their English vocabulary and develop additional reading comprehension strategies such as visualizing what they are reading. And Sonie's Story provides students with proof that reading can be fun as well as instructive. With a growing repertoire of sight words and the ability to decode words with short vowel sounds, students begin to read short stories written with controlled vocabulary and even write short sentences.

Links With Other Modules:

- Basis for the subsequent 6 Literacy Modules
- Provides opportunities to use decoding skills in the numeracy, life skills and work readiness content areas

Estimated Length of Module: 5 and a half weeks for 17 lessons (when classes are held 3 times a week) for 75 minutes each class time.

List of Numbered Lesson Titles for Module B:

LESSON	MODULE B LESSON TITLES
23	Initial short sound for a
24	/ă/ at the beginning, middle, and ending positions
25	/ă/ at the beginning, middle, and ending positions
26	Initial short sound for e
27	short e at the beginning, middle, and ending positions in words
28	short e at the beginning, middle, and ending positions in words
29	Initial short sound for i
30	/ĩ/at the beginning, middle, and ending of words
31	/ĩ/at the beginning, middle, and ending of words
32	Mid-module assessment
33	Initial short sound for o
34	/õ/ in the middle and ending positions
35	/õ/ in the middle and ending positions
36	Initial short sound for u
37	/ũ/in the middle and ending positions
38	/ũ/in the middle and ending positions
39	End of Module Assessment

Evaluation:

- Learners' work documented in copybooks
- Oral exercises in the class
- Workbook exercises
- Mid-module and end-of-module assessments.

Module B

Lesson 23: Initial short sound for a

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read short a (/ă/) as in the word ant
- Write syllables and words beginning with short a (/ă/)
- Explain that words are made up of syllables

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- /ă/ flashcards (words or picture and word): ax, ant, ash

Learning Points:

- The short sound for a is /ă/ a as in ant.
- A syllable is one or a group of letters that creates one uninterrupted sound. By sounding out syllables, a reader can decode words.
- Vowels are a, e, i, o, u, and sometimes y.
- There are no words in English that are just consonants. Consonants are helpless alone.
- Good readers need good decoding skills. Practice is important.
- Good readers visualize the scenes and characters described in what they are reading.

Activities:

10 min Review:

1. To review the sounds of the letters: Have learners take out their flashcards. They will play a review game.
2. The game:
 - a. You will call out a letter sound.
 - b. Everyone looks for the letter that makes that sound in his or her flashcards and holds it up.
 - c. The person who holds up the correct letter first wins a point.
 - d. That person calls out the sound of another letter
 - e. Everyone looks for that letter and holds it up.
 - f. The person who holds up the correct letter first wins a point and calls out another letter sound.
3. Continue in this way until all the letter sounds have been reviewed. The person with the most points “wins.”

5 min Introduction:

1. **Say:** We are going to work on **vowels** during the next 12 classes.
2. **Write** on the board the lowercase letters **a e i o u**.
3. **Point** and have the class say the names of the letters one at a time.
4. **Write y**. Point and inform class that this letter is sometimes used as a vowel too.
5. **Say:** The other letters in the alphabet (point to them on the alphabet strip) are called consonants. Vowels are important letters in English. Vowels can stand alone. They know some sight words that are vowels: I and a. There are no words in English that are just consonants.

Consonants are helpless alone.

6. **Say:** We will be focusing on short vowel sounds and how they work with consonants in this module. We will start with /ă/.

5 min Reviewing /ă/ Emphasizing Decoding:

1. **Write** on the board sight words **am, as, at**. Have the learners read them aloud.
2. **Show** flashcards and have the learners say the words as you do: **ant, ash, ax**.
3. **Say:** In Module A, you started sounding out words (another word for “sounding out” is “decoding”). Now we will work on it much more. Good readers need good decoding skills, just like good soccer players need good ball handling skills.
4. **Write** the letter **a** on the board.
5. **Ask:** What is the sound for this letter? (/ă/).
6. Add the letters **-nt** to the **a** to spell the word **ant**.
7. **Say:** This word is **ant**. **Ant** begins with the sound /ă/ but you blend it with the sounds of the consonants that come after it. /ă/ /n/ /t/ work together to become the word ant. (Exaggerate the sounds.)
8. **Read** the word **together with the class three** times (run your pointing finger under the word each time it is read).

15 min Decoding Practice:

1. **Say:** Now we will practice putting the sound /ă/ with other consonants. We will use syllables to do this. A word is made up of

syllables. Some words, like *ax*, *ant*, *a*, *all*, *am*, have only one syllable. Some words, like *after*, have two syllables (exaggerate the syllables). Some words, like “*syl la ble*” have even more syllables (exaggerate the syllables). A syllable is a part of a word that has just one uninterrupted sound.

2. **Write on the board:**

➤ **ab, at, am, ad, ar**

3. **Put your finger** under ab and pronounce it. Have the learners read it three times. Do the same with the other syllables.
4. **Point** to syllables randomly and have different learners pronounce them until you are confident they know them.
5. **Ask** the learners to take out their flashcards and find “a” and five consonants. With a partner, practice forming different syllables and practicing sounding them out.

30 min Listening Comprehension, Vocabulary:

1. **Say:** Today you will hear the eighth chapter of Sonie’s Story. This chapter is called “Sonie on the Street.”
2. **Ask:** Knowing what happened in the other chapters, and with that chapter title, what do you think will happen in this chapter?
3. Read **Chapter 8** of Sonie’s Story aloud once, slowly and clearly.

Chapter 8

Sonie On the Street

One night Sonie met two young girls. They were dressed in clothes that revealed their bodies. Along the tarmac they sat

smoking and talking to each other. Sonie sat opposite them. She told them that she had nobody and nowhere else to go, was often hungry, and slept on the street.

“You gbeleh,” one of the girls said, laughing. She was short and fat. “Looka me! I only 14 I on my own. I don have time for my Ma and Pa.”

“Don talk to deh girl like dat mehn Fanta,” the tall one said. “She jes coming to Monrovia. She na no anybody here. We suppose to help her.”

Fanta looked Sonie up and down. “Wot yor name?” she asked finally.

“My name Sonie,” Sonie answered, trembling from the cold and tucking her hands under her arms.

“Wor you coming from befo you in Monrovia?” Fanta asked.

“I coming from Voinjama, Lofa County.” Sonie told her.

“Way in deh country?” the tall girl asked, surprised.

“Yes o,” Sonie said.

“Dat who you wor living in Monrovia with?” Fanta asked.

“I was living with my aunty,” Sonie said. “But somebody stole my aunty money and she say dat me. So she throw me outside.”

“Hmmm, dat deh same tink my uncle do to me,” the tall girl said. “But don worry yah. You will stay with us.”

“Thank you” Sonie said.

4. **Ask:** Which words are new? Explain the meaning.
5. **Ask:** What are the names of the new characters in this chapter? Describe them.
6. **Read** the story aloud again.
7. **Ask** these questions (put the learners in small groups so they can discuss the questions together, then ask different groups to respond).
 - a. How close was your prediction to the story?
 - b. Did your prediction help you understand the story? How?
 - c. Where was Sonie living?
 - d. What was her situation?
 - e. Good readers visual the scenes they are reading. Can you see the street in your mind? (**Read the first paragraph again**)
 - f. What does the street look like?
 - g. Who did she meet?
 - h. The story says “You gbeleh,” one of the girls said, laughing. She was short and fat. “Looka me! I only 14 I on my own. I don have time for my Ma and Pa.”
 - i. What do you think the girls look like? What are they wearing?
 - j. What do the girls say to Sonie?
 - k. Do you think Sonie should go with them?
 - l. Why or why not?
 - m. What advice do you have for Sonie?
 - n. Do you know many young people who have been thrown out of their homes like these girls?

- o. What happens to them?
- p. What could be done to prevent this?

5 min Evaluation:

1. **Ask:** What is a syllable?
2. **Point** to the syllables on the board and have the learners read them:
ab, at, am, ad, ar.
3. **Ask:** What do good readers do when they read a description of a place or a character?

**At
home**

Learners should:

1. Read the syllables in their books that combine /ă/ with a consonant and practice sounding them out.
2. Write additional syllables and practice them.
3. Study their sight words.

MODULE B

Lesson 24: /ă/ at the beginning, middle and ending positions

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Identify the /ă/ sound in short syllables and words
- Write /ă/-words dictated
- Recognize sight words: **it, this, wants**
- Identify the meaning of a question mark

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Sight word flashcards: **it, this, wants, about**

Learning Points:

- A question mark is a punctuation symbol (?) used at the end of a sentence to show that that sentence is a question.

Activities:

5 min Review:

1. **Write** on the board: **at, ad, as, an, ak, ap, av.**
2. Have learners read the syllables as you point to them.

2 min Introduction:

1. **Explain** that they have practiced /ă/ in the initial position in words. Now they are going to practice identifying (hearing) and sounding out (reading) the /ă/ sound in other positions in words.

15 min Identifying /ă/:

1. **Say:** I am going to **read** a short paragraph twice. Listen very carefully for the /ă/ sound. The first time I read, just listen. The second time, raise your hand when you hear the short a. (*The /ă/ words are underlined for you.*)
2. **Read aloud**, slowly and clearly:

Hawa and Massa

Hawa and Massa live in Buchanan. Hawa and Massa are good friends. They are washing pans. Hawa wants to go to Monrovia. She says to Massa, "I will pack my things in that pan. I am going to Monrovia."

"I will lend you my bag," Massa says to Hawa. "Put all your things in the bag. A pan is good for water. A bag is good for travel." Massa hands her bag to Hawa. Hawa takes the bag

home. She packs her clothes in the bag. Then she puts on her cap. She walks to the road. She waits for a taxi.

3. **Read it aloud** a second time. When learners raise their hands to indicate they have heard the /ă/ sound, ask them to identify the word.
4. **Ask** a volunteer to re-tell the story in his or her own words. (Check for comprehension).

20 min Reading words with short a:

1. **Write** two columns of words on the board: The first column has syllables with the /ă/ sound in the middle position, the second column has syllables with the /ă/ sound in the final position.

➤ bad	ba
➤ bat	ta
➤ bar	ra
➤ ban	na
2. **Point** to each syllable, read it aloud, and have the class read it.
3. **Point** to each syllable and call on individuals or rows to read it.
4. **Point** to a row and call on individuals to read both syllables.
5. **Explain:** all the words in the left column are real words. (Make sure everyone knows the meanings of these words.)
6. **Say:** turn to lesson 24 in your books. **Explain:** the left column is syllables. Some of those syllables are words. All the syllables in the right column are words.
7. Have the learners work in pairs and practice reading the syllables and words with the short a sound. Circulate and help.

8. Review the words in the right column and make sure everyone knows the meaning of all the words.

<u>Syllables</u>	<u>Words</u>
------------------	--------------

ba	bad
da	dad
ha	had
la	lad
ma	mad
pa	pad
sa	sad

ba	bar
ca	car
fa	far
ja	jar
ta	tar

ba	bat
ca	cat
fa	fat
ma	hat
ma	mat
pa	pat
ra	rat
sa	sat
va	vat

20 min Sight Words and Reading:

1. **Say:** Today's sight words are **it, this, wants, about.**
2. **Write** them on the board.
3. **Point** to each word, pronounce it, and have the learners repeat.

4. **Change** the sequence in which you point to the words. Have the learners say them.
5. Have the learners add them to their lists in their notebooks.
6. Have the learners turn to lesson 24. In pairs, have them read the sentences. Circulate and help.
7. Draw a question mark on the board. (?). Have the learners find the question mark in their sentences. Explain that the question mark shows that the sentence is a question.
8. Have a few pairs read aloud.

SENTENCES

Did the ant go?
It did.

Did Ma want this?
She did.

He wants this.
She wants this.
I want this.
We want this.

Did she go?
He says she did.
Did he go?
She says he did.
But why?

I can go.
Can we go?

5 min

Evaluation:

1. **Ask:** What is a syllable?
2. **Point** to the syllables on the board and have the learners read them:
ab, at, am, ad, ar
3. Display the sight word flash cards and have the learners read them.
4. **Write** a question mark on the board. Ask: What does this show us?

**At
home**

Learners should:

1. **Read** the syllables in their books that combine /ă/ with a consonant and practice sounding them out.
2. **Read** the reading passages again.
3. **Study** their sight words.

MODULE B

Lesson 25: /ă/ at the beginning, middle and ending positions

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Write one syllable words with /ă/ that are dictated
- Read and understand a short story with controlled vocabulary
- Write using controlled vocabulary

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Story Chart: Hawa and Massa and the Car
- Sight word flashcards: **it, this, wants, about**

Activities

10 min **Review:**

1. **Invite** 5 learners to write words with **/ă/** in them on the board.
2. Have learners read the words aloud as you point to them.
3. **Display** the sight word flashcards **it, this, want.**
4. Have the learners read them.

2 min **Introduction:**

1. Explain that they are going to practice writing words with short a.

15 min **Writing from Dictation:**

1. **Say:** You are going to listen to and write words that have short a. Find a place in your notebooks to write.
2. **Read aloud** each of the words in this list twice, slowly and carefully. Wait to make sure that the learners write them.
 - a. bad
 - b. bat
 - c. bar
 - d. sad
 - e. sat
 - f. mad
 - g. mat
 - h. had
 - i. hat
 - j. ham

3. Go over the list again and have learners correct their work. Make sure the learners know the meaning of each of the words.

20 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their books, in Lesson 25.
2. **Say:** We are going to read this story together, then you will read it with a partner.
3. **Read it aloud** slowly once as learners follow along.

Hawa and Massa and the Car

Hawa and Massa have a car. Hawa and Massa go far in the car.

Hawa put the cat in the car. She put the jar in the car. The cat sat by the jar.

Get in, says Hawa. She wants to go. Massa puts on a hat.

This is bad, says Hawa. We have to go. I am mad. We will be last.

4. Make sure the learners understand. **Ask:** What happens in this story?
5. Have the learners read it aloud as a group.
6. Have the learners find partners and take turns reading aloud to each other.

7. Circulate as the learners are practicing.
8. Ask learners to read aloud, one sentence per learner. Chose learners from around the room so no one knows who will be chosen next. (Have the learners read it through only twice.)

20 min Writing with Friends:

1. **Say:** Find a partner.
2. **Say:** With your partner, write a short story in your notebooks. You can use your sight word lists and find words from your book. If you need help with a word you want to use, raise your hand and I will help you.
3. **Circulate and help as needed.**
4. **After they have finished, say:** Find another pair so you are in groups of four. Each pair will read its story to the other pair.
5. While this is going on, circulate.
6. If there is time, ask some pairs to read their stories aloud.

5 min Evaluation:

1. **Ask:**
 - a. What did we do today?
 - b. What was hard? What was easy? What was fun?
 - c. What questions do you have about short a?

At home Learners should:

1. **Re-read** “Hawa and Massa And the Car.”
2. **Re-read** their stories.

MODULE B

Lesson 26: Initial short sound for e

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read short e as in the word end
- Write syllables and words beginning with short e

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Short flashcards (words or picture and word): egg, end, elephant
- NOTE: HIV is a topic in Sonie's story. If possible, invite a health professional in to talk about HIV and to answer students' questions

Learning Points:

- The short sound for e is e as in egg.
- Good readers need good decoding skills. Practice is important.
- Good readers visualize the scenes and characters described in what they are reading.
- A word is made up of syllables. A syllable is a part of a word that has just one uninterrupted sound.

Activities:

10 min Review:

1. To quickly **review the vowels**: Have learners take out their flashcards.
2. The game:
 - a. You will call out a **vowel name**.
 - b. Everyone looks for the letter in his or her flashcards and holds it up.
 - c. The person who holds up the correct letter first wins a point.
 - d. That person calls out the sound of another vowel.
 - e. Everyone looks for that vowel and holds it up.
 - f. The person who holds up the correct letter first wins a point and calls out another vowel.
3. Continue in this way until all the vowels have been reviewed at least once. The person with the most points “wins.”

2 min Introduction:

1. **Say:** We are going to continue work on short **vowel sounds and how they work with consonants**.
2. **Say:** Today we will work on short e.

5 min Reviewing short e Emphasizing Decoding:

1. Show flashcards and have the learners say the words as you do: **egg, end, elephant**.
2. **Say:** In Module A, you started sounding out words (another word for “sounding out” is “decoding”. Now we will work on it much more. Good readers need good decoding skills, just like good soccer players need good ball handling skills.

3. **Write** the letter **e** on the board
4. **Ask:** What is one sound for this letter? (short e)
5. Add the letters **gg** to the **e** to spell the word **egg**.
6. **Say:** This word is **egg**. **Egg** begins with the short e but you blend it with the sounds of the consonants that come after it. / ě/ /g/ /g/ work together to become the word egg. (Exaggerate the sounds).
7. **Read** the word **together with the class three** times (run your pointing finger under the word each time it is read).

15 min Decoding Practice:

1. **Say:** Now we will practice putting the short e sound with other consonants. We will use syllables to do this. A word is made up of syllables. Some words, like *egg*, *end*, have only one syllable. Some words, like *enter*, have two syllables (exaggerate the syllables). Some words, like “*el e phant*” have even more syllables (exaggerate the syllables). A syllable is a part of a word that has just one uninterrupted sound.
2. **Write on the board:**
 - *egg en Ed eb et*
3. **Put your finger** under egg and pronounce it. Have the learners read it three times. Do the same with the other syllables.
4. **Point** to syllables randomly and have different learners pronounce them until you are confident they know them.
5. **Ask** the learners to take out their flashcards and find “e” and five consonants. With a partner, practice forming different syllables and

practicing sounding them out.

30 min Listening Comprehension, Vocabulary:

1. **Say:** Today you will hear the ninth chapter of Sonie's Story. This chapter is called "Life with Pinky and Fanta."
2. **Ask:** Knowing what happened in the other chapters, and with that chapter title, what do you think will happen in this chapter?
3. Read **Chapter 9** of Sonie's Story aloud once, slowly and clearly.

Chapter 9 **Life with Pinky and Fanta**

"My name Pinky," the tall girl said.

That night Fanta and Pinky took Sonie to a house on Lyn Street, where they had rented a room.

The following night, Fanta, Pinky and Sonie went to a nightclub. There they met three men who bought them drinks and offered them cigarettes. Fanta and Pinky drank and smoked with the men. Sonie refused.

In the middle of the night the men gave the girls money. Sonie went along with one of the men. That night she slept with him. Soon she had become a prostitute.

One day Fanta got very ill. Sonie and Pinky took her to the hospital. At the hospital the doctor told them that Fanta had HIV. They learned it was a bad, bad sickness. When Fanta

went to stay at the hospital the girls said goodbyes to each other and also to prostitution. And then Sonie went to live by herself.

4. **Ask:** Which words are new? Explain the meaning.
5. **Read** the story aloud again.
6. **Ask** these questions (put the learners in **single sex groups** so they can discuss the questions together, then ask different groups to respond).
 - a. How close was your prediction to the story? Did thinking about what might be in the story help you understand it?
 - b. What are some reasons why Sonie might have turned to prostitution?
 - c. Does this happen to young women in your community? Why?
 - d. How could this be solved?
 - e. Fanta got HIV. What is HIV?
 - f. How could Fanta have protected herself from HIV?
 - g. How are people who have HIV treated in your community?
 - h. If you know someone with HIV, how do you treat them? Why?
 - i. Where in your community can you find resources to protect yourselves from HIV?
 - j. What do you think might happen to Sonie next?
 - k. What advice do you have for Sonie?

5 min Evaluation:

1. Point to the syllables on the board and have the learners read them:
egg en Ed eb et
2. **Ask:** What do good readers do when they read a description of a place or a character?
3. **Ask:** What is a syllable? What is a consonant?

**At
home**

Learners should:

1. Read the syllables in their books that combine short e with a consonant and practice sounding them out.
2. Write additional syllables and practice them.
3. Study their sight words.

MODULE B

Lesson 27: Short e at the beginning, middle and ending positions

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Identify the short e sound in short syllables and words
- Write short e-words dictated
- Recognize sight words: **you, they, come, went**

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Sight word flashcards: **you, they, come, went**

Activities:

5 min Review:

1. **Write** on the board: **egg en Ed eb et**
2. Have learners read the syllables as you point to them.

2 min Introduction:

1. **Explain** that they have practiced short e in the initial position in words. Now they are going to practice identifying (hearing) and sounding out (reading) the short e sound in other positions in words.

15 min Identifying short e (Listening):

1. **Say:** I am going to **read** a short paragraph twice. Listen very carefully for the **short e** sound. **The first time I read, just listen.** The second time, raise your hand when you hear the short e. (*The **short e** words are underlined for you.*)
2. **Read aloud**, slowly and clearly:

Ben on a Wet Day

Ben woke up early. Ben left his mat. His mother was still in bed. Ben set the tubs under the rain to get water. Then he went to school. His mother went to sell in the market.

Ben entered school. At ten the bell rang for recess. Ben went outside to play but there was water all over. So Ben and his friends went to beg their teacher to let them play ball in the puddles. The teacher did not let them play. He said, "I don't want any boys to get wet."

3. **Read it aloud** a second time. When learners raise their hands to indicate they have heard the short e sound, ask them to identify the word.
4. **Ask** a volunteer to re-tell the story in his or her own words. (Check for comprehension).

20 min Reading words with short e:

1. **Write** two columns of words on the board: The first column has syllables with the **short e sound** in the middle position, the second column has syllables with the **short e sound** in the final position.

➤ met	de
➤ bet	te
➤ set	se
➤ net	ne
2. Point to each syllable, read it aloud, and have the class read it.
3. Point to each syllable and call on individuals or rows to read it.
4. Point to a row and call on individuals to read both syllables.
5. **Explain:** all the words in the left column are real words. (Make sure everyone knows the meanings of these words.)
6. **Say:** turn to lesson 27 in your books. **Explain:** the left column is syllables. All the syllables in the right column are words.
7. Have the learners work in pairs and practice reading the syllables and words with the short e sound. Circulate and help.
8. Review the words in the right column and make sure everyone knows the meaning of all the words.

<u>Syllables</u>	<u>Words</u>
de	den
ke	ken
te	ten
ge	get
je	jet
le	let
ne	net
pe	pet
se	set
ve	vet
ye	yet
fe	fed
re	red

20 min Sight Words and Reading:

1. **Say:** Today's sight words are **you, they, come, name.**
2. **Write** them on the board.
3. **Point** to each word, pronounce it, and have the learners repeat.
4. **Change** the sequence in which you point to the words. Have the learners say them.
5. Have the learners add them to their lists in their notebooks.
6. Have the learners **turn to lesson 27. In pairs, have them read the sentences.** Circulate and help.
7. Have a few pairs read aloud.

SENTENCES

Have we met?
I am Ben.

Have we met yet?
Why?

My name is Ben.

They get a pet.
They get a red pet.
They get a red hen.
The name of the pet is Pen.
Put the pet in the pen.
Put Pen in the pen.

5 min **Evaluation:**

1. **Point** to the syllables on the board and have the learners read them:

➤ met	de
➤ bet	te
➤ set	se
➤ net	ne

2. **Display** the sight word flash cards and have the learners read them.

3. **Write** a question mark on the board. Ask: What does this show us?

4. **Ask:** What is a syllable?

**At
home**

Learners should:

1. Read the syllables in their books that combine short e with a consonant

and practice sounding them out.

2. Read the reading passages again.

3. Study their sight words

MODULE B

Lesson 28: Short e at the beginning, middle and ending positions

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Write one syllable words with short e that are dictated
- Read and understand a short story with controlled vocabulary
- Write a short story using controlled vocabulary

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Story Chart: Ben is wet
- Sight word flashcards: **you, they, come, went**

Activities:

10 min **Review:**

1. **Invite** 5 learners to write words with short e in them on the board.
2. Have learners read the words aloud as you point to them.
3. **Display** the sight word flashcards **you, they, come, went**
4. Have the learners read them.

2 min **Introduction:**

1. **Explain** that they are going to practice writing words with short e.

15 min **Writing from Dictation:**

1. **Say:** You are going to listen to and write words that have the short e sound. Find a place in your notebooks to write.
2. **Read aloud** each of the words in this list twice, slowly and carefully. Wait to make sure that the learners write them.
 - a. bed
 - b. bet
 - c. ben
 - d. set
 - e. met
 - f. wet
 - g. net
 - h. let
 - i. get
 - j. red
 - k. fed

3. Go over the list again and have learners correct their work. Make sure the learners know the meaning of each of the words.

20 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their books, in Lesson 28.
2. **Say:** We are going to read this story together, then you will read it with a partner.
3. **Read it aloud** slowly once as learners follow along.

Ben is Wet

Ben is ten. He went to school. But he is wet. So he went home.

Why is he wet? He went in the rain.

He wants to go to bed. Ben cannot go to bed yet.

Ben has a pet. Ben let the cat in. He fed the pet.

Ben wants to go to bed. But he is wet.

He is sad, and mad, and wet.

4. Make sure the learners understand. **Ask:** What happens in this story?
5. Have the learners read it aloud as a group.
6. Have the learners find a partner and take turns reading aloud to each

other.

7. Circulate as the learners are practicing.
8. Ask learners to read aloud, one sentence per learner. Chose learners from around the room so no one knows who will be chosen next. (Have the learners read it through only twice.)

20 min Writing with Friends:

1. **Say:** Find a partner.
2. **Say:** With your partner, write a few sentences about Ben in your notebooks. You can use your sight word lists and find words from your book. If you need help with a word you want to use, raise your hand and I will help you.
3. Circulate and help as needed.
4. After they have finished, **say:** Find another pair so you are in groups of four. Each pair will read its sentences to the other pair.
5. While this is going on, circulate.
6. If there is time, ask some pairs to read their writing aloud.

5 min Evaluation:

1. **Ask:**
 - a) What did we do today?
 - b) What was hard? What was easy? What was fun?
 - c) What questions do you have about short e?

**At
home Learners should:**

1. Re-read "Ben is Wet."

2. Re-read their stories.

MODULE B

Lesson 29: Initial short sound for i

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read short i as in the word insect
- Write syllables and words beginning with short i
- Stop and reflect on what they are reading to aid comprehension

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip.
- Short flashcards (words or picture and word): insect, itch.
- Sight word flash cards: **you, they, come, went, it, in, if, is.**

Learning Points:

- The short sound for i is i as in “insect”.
- Good readers stop as they are reading to think about what they read. This helps with comprehension.

Activities:

5 min Review:

1. To quickly **review the new sight words**: Using flashcards, review the words: **you, they, come, went.**

2 min Introduction:

1. **Say**: We are going to continue work on short **vowel sounds and how they work with consonants.**
2. **Say**: Today we will work on short i.

5 min Reviewing short i Emphasizing Decoding:

1. Show flashcards and have the learners say the words as you do: **insect, itch, it, in, if, is**
2. **Write** the letter **i** on the board
3. **Ask**: What is one sound for this letter? (short i)
4. **Add** the letters **-nsect** to the **i** to spell the word **insect**
5. **Say**: This word is **insect**. **Insect** begins with the short i but you blend it with the sounds of the letters that come after it. **I, n, s, e, c, t** work together to become the word insect. (Exaggerate the sounds)
6. **Read** the word **together with the class three** times (run your pointing finger under the word each time it is read).
7. **Write "I"** on the board. Say "I" (long i).
8. **Explain**: All vowels can have different sounds. When the letter "I" is

alone like this, it says its name. This is the long sound of “I” and it means “me” (point to yourself). In this module, we will work on the short sound of i, “i” like in in, it, and insect.

15 min Decoding Practice:

1. **Say:** Now we will practice putting the short i sound with other consonants. We will use syllables to do this.
2. **Write on the board:**
 - in, it, is, if, ill
3. **Put your finger** under in and pronounce it. Have the learners read it three times. Do the same with the other syllables.
4. **Point** to syllables randomly and have different learners pronounce them until you are confident they know them.
5. **Ask** the learners to take out their flashcards and find “i” and five consonants. With a partner, practice forming different syllables and practicing sounding them out.

30 min Listening Comprehension, Vocabulary:

1. **Say:** Today you will hear the tenth chapter of Sonie’s Story. This chapter is called “Sonie Keeps Her Community Clean.”
2. **Ask:** Knowing what happened in the other chapters, and with that chapter title, what do you think will happen in this chapter?
3. **Say:** Before we read, we will learn another strategy good readers use to understand what they are reading. They stop as they are reading and think about what they read. We will do this.
4. Read **Chapter 10** of Sonie’s Story aloud once, slowly and clearly.

Chapter 10

Sonie Keeps Her Community Clean

At Benson Street there was always palaver among the neighbors. Even at the rental house where Sonie lived the tenants quarreled with each other. Often the quarrels were about taking care of trash in the neighborhood. Sometimes people defecated in polythene bags and threw them on the asphalt. Sometimes they threw them on the rooftops of other people's houses. And heaps of garbage stood in the street.

Stop reading and ask: What image do you have of Benson Street? (Take a few responses.)

Start reading again:

One day Sonie called her landlord, Mr. Kollie, and said, "Mr. Kollie, I think it's time now for us to clean the community. All this dirt business can make people sick. Too much dirt brings mosquitoes, and the mosquitoes can give people malaria."

"It's true, Sonie," said Mr. Kollie. "But anytime you tell people about this dirt business they just laugh at you as if you're crazy."

"That's their business," Sonie said. "But today I will tell everybody about this dirt business. It's too much now!"

Sonie got a yard broom and went out on the street. As she swept along the sidewalks, she talked to everybody she met.

"Help keep the communities clean," she told one man. "A healthy community means healthy people."

5. **Ask:** Which words are new? Explain the meaning.
6. **Read** the story aloud again.
7. **Ask** these questions (put the learners in **small groups** so they can discuss the questions together, then ask different groups to respond)
 - a. What does Sonie want to do?
 - b. Why?
 - c. What causes malaria?
 - d. How can malaria be prevented?
 - e. What does her landlord think will happen if she tries to get people to clean their community?
 - f. What does Sonie do?

5 min Evaluation:

1. Point to the syllables on the board and have the learners read them: in, it, is, if, ill.
2. **Ask:** What do good readers do to help them understand what they are reading?
3. **Ask:** What causes malaria?

**At
home Learners should:**

1. **Read** the syllables in their books that combine short i with a consonant and practice sounding them out.
2. **Write** additional syllables and practice them.
3. Study their sight words.

MODULE B

Lesson 30: Short i at the beginning, middle and ending positions

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Identify the short i sound in short syllables and words
- Write short i-words dictated
- Recognize sight words: **and, friend, for, has**

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Sight word flashcards: **and, friend, for, has**

Activities:

5 min Review:

1. Write on the board: **in, it, is, if, ill, insect.**
2. Have learners read the syllables as you point to them.

2 min Introduction:

1. Explain that they have practiced short i in the initial position in words. Now they are going to practice identifying (hearing) and sounding out (reading) the short i sound in other positions in words.

15 min Identifying short I sound (listening):

1. **Say:** I am going to **read** a short paragraph twice. Listen very carefully for the **short i** sound. The first time I read, just listen. The second time, raise your hand when you hear the short a. (*The **short i** words are underlined for you.*)
2. **Read aloud**, slowly and clearly:

Tinizi and the Drizzles

Tinizi lives in Paynesville. Tinizi is coming down the hill. She is wet from the drizzles. The road is dim. A big truck is on the road. Tinizi cannot see it. The rain is still falling. It is hard to see. The big truck is too close to Tinizi. She quickly jumps. Then she looks in the truck window. The truck driver is sorry. He says, "Sorry girl, I did not mean to hit you with the truck. It is good I did not." The drizzles are now heavy raindrops.

3. **Read it aloud** a second time. When learners raise their hands to indicate they have heard the short i sound, ask them to identify the word.
4. **Ask** a volunteer to re-tell the story in his or her own words. (Check for comprehension).

20 min Reading words with short i :

1. **Write** two columns of words on the board: The first column has syllables with the **short i sound** in the middle position, the second column has syllables with the **short i sound** in the final position.

➤ bit	bi
➤ sit	si
➤ pig	pi
➤ tin	ti
2. **Point** to each syllable, read it aloud, and have the class read it.
3. **Point** to each syllable and call on individuals or rows to read it.
4. **Point** to a row and call on individuals to read both syllables.
5. **Explain:** all the words in the left column are real words. (Make sure everyone knows the meanings of these words.)
6. **Say:** turn to lesson 30 in your books. **Explain:** the left column is syllables. All the syllables in the right column are words.
7. Have the learners work in pairs and practice reading the syllables and words with the short i sound. Circulate and help.
8. Review the words in the right column and make sure everyone knows the meaning of all the words.

<u>Syllables</u>	<u>Words</u>
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bi	bit
fi	fit
hi	hit
ki	kit
li	lit
si	sit

ti	tin
wi	win

di	dig
pi	pig
ri	rig

mi	mill
ni	nil

20 min Sight Words and Reading:

1. **Say:** Today's sight words are: and, friend, for, has.
2. **Write** them on the board.
3. **Point** to each word, pronounce it, and have the learners repeat.
4. **Change** the sequence in which you point to the words. Have the learners say them.
5. Have the learners add them to their lists in their notebooks.
6. Have the learners **turn to lesson 30**. In pairs, have them read the sentences. Circulate and help.

7. Have a few pairs read aloud.

SENTENCES

Ben has a friend.
The friend has a pig.
The friend has a big pig.
The friend and his pig will come.
They will come.

5 min Evaluation:

1. Point to the syllables on the board and have the learners read them:

➤ bit	bi
➤ sit	si
➤ pig	pi
➤ tin	ti

2. Display the sight word flash cards and have the learners read them.

3. **Ask:** What word in the story “Tinizi and the Pig” was used in two different ways? How was it used? (*Silly = pig’s name and silly = foolish*).

At home

Learners should:

1. **Read** the syllables in their books that combine short i with a consonant and practice sounding them out.
2. **Read** the reading passages again.
3. **Study** their sight words.

MODULE B

Lesson 31: Short i at the beginning, middle and ending positions

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Write one syllable words with short i that are dictated
- Read and understand a short story with controlled vocabulary
- Write a short story using controlled vocabulary

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Story Chart: Tinizi and the Pig
- Sight word flashcards: **and, friend, for, has**

Activities:

10 min **Review:**

1. **Invite** 5 learners to write words with short i in them on the board.
2. Have learners read the words aloud as you point to them.
3. **Display** the sight word flashcards **and, friend, for, has**.
4. Have the learners read them.

2 min **Introduction:**

1. **Explain** that they are going to practice writing words with short i.

15 min **Writing from Dictation:**

1. **Say:** You are going to listen to and write words that have the short i sound. Find a place in your notebooks to write.
2. **Read aloud** each of the words in this list twice, slowly and carefully. Wait to make sure that the learners write them.
 - a. bid
 - b. bit
 - c. bin
 - d. sit
 - e. sin
 - f. wit
 - g. win
 - h. lit
 - i. fit
 - j. fin
 - k. tin

3. Go over the list again and have learners correct their work. Make sure the learners know the meaning of each of the words.

20 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their books, in Lesson 30.
2. **Say:** We are going to read this story together, then you will read it with a partner.
3. **Read it aloud** slowly once as learners follow along.

Tinizi and the Pig

Tinizi has a big pig. The name of the pig is Silly. Silly is Tinizi's friend.

Tinizi wants Silly to go in the car. A pig in a car? That is silly. Silly is too big for the car.

Silly wants to dig. Silly can dig and dig and dig. She digs for insects.

Who wins? Silly. Silly will not get in the car. She sits. Tinzi goes in. And Silly digs.

4. Make sure the learners understand. **Ask:** What happens in this story?
5. Have the learners read it aloud as a group.

6. Have the learners find a partner and take turns reading aloud to each other.
7. Circulate as the learners are practicing.
8. Ask learners to read aloud, one sentence per learner. Chose learners from around the room so no one knows who will be chosen next. (Have the learners read it through only twice.)

20 min Writing with Friends:

1. **Say:** Find a partner.
2. **Say:** Turn in your workbook to lesson 31. With your partner, write about an animal. What kind of animal is it? How big is it? What is its name? What does it like to do? You can use your sight word lists and find words from your book. If you need help with a word you want to use, raise your hand and I will help you.
3. **Circulate and help as needed.**
4. **After they have finished, say:** Find another pair so you are in groups of four. Each pair will read its story to the other pair.
5. While this is going on, circulate.
6. If there is time, ask some pairs to read their stories aloud.

5 min Evaluation:

Ask:

- a) What did we do today?
- b) What was hard? What was easy? What was fun?
- c) What questions do you have about short i?

At Learners should:

home

1. **Re-read** “Tinizi and the Pig”

2. **Re-read** their stories.

MODULE B

Lesson 32: Mid-Module Assessment

During this review session you will check learners' understanding of what has been taught so far in this module. This short assessment is not graded. The purpose is to help you and the learners know how well they understand the concepts. When learners have finished the assessment and you have discussed the answers, review what the assessment shows they have not mastered.

Suggested plan for this session:

4. Tell learners that you will give them a short quiz to check their understanding. The quiz will not be graded. The purpose is to help them understand how much they have learned and what they still need to work on. Ask them to work alone and encourage them to do their best.
5. Conduct the quiz (Part A, below). Read the directions aloud, speaking clearly. Repeat the directions twice. Learners should write in their copy books.

If you see someone who is having trouble, please talk to her or him so you can figure out how to help in the future. Give learners adequate time to complete the work.

6. Correct the quiz together. After each question, stop and review the material.

MODULE B

Lesson 32: Mid-Module Assessment

1. **As I say the following vowel sounds, write the letter in your copy book in capital letters.** (Use short vowel sounds)

A E I O U

What is the other letter that is sometimes used as a vowel? If you can remember it, write it in your copy book. *(Checks ability to hear and write short vowels)*

2. **Copy these words and syllable into your copy book.** (Read the words aloud 2 or three times. Tell learners to listen for the /a/ sound). *(Checks ability to identify and decode using short a)*

bad at wa (as in Hawa)

Circle the word that has an **a** at the beginning of the word.

Circle the word that has an **a** in the middle of the word.

Circle the syllable that has an **a** at the end of the word.

3. **Copy this sentence in your copybook.** (Write the sentence on the board for students to copy, and read it aloud). *(Checks ability to identify and decode using short e)*

Ben fed the pet.

- a. **Draw a circle around the word pet.**

b. Draw a line under the word fed.

4. **Copy this sentence in your copybook.** (Write the sentence on the board for students to copy, and read it aloud. Ask learners to listen for the sounds of the letter i). *(Checks ability to identify and decode using short i)*

The pig digs for insects.

a. Draw a circle around the i every time you find it in this sentence.

b. Draw a line under the word the.

5. **I will say a word. Write the letter that represents the sound at the beginning of the word. Bonus if you can write the whole word.** *(Aural discrimination of vowel sounds)*

Write this sound with a lower case letter: end

Write this sound with an upper case letter: and

Write this sound with a lower case letter: Ink

MODULE B

Lesson 33: Initial short sound for o

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read short o as in the word on
- Write syllables and words beginning with short o

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Short flashcards (words or picture and word): on, off, ox, orange
- Sight word flash cards: **and, friend, for, has**

Learning Points:

- The short sound for o is o as in “on”.

Activities:

5 min Review:

1. Using flashcards, review the sight words: **and, friend, for, has.**

2 min Introduction:

1. **Say:** We are going to continue work on short **vowel sounds and how they work with consonants.**
2. **Say:** Today we will work on short o.

5 min Reviewing short o Emphasizing Decoding:

1. Show flashcards and have the learners say the words as you do: **on, off, ox, orange.**
2. **Write** the letter **o** on the board.
3. **Ask:** What is one sound for this letter? (short o).
4. Add the letters **range** to the **o** to spell the word **orange.**
5. **Say:** This word is **orange.** **Orange** begins with the short o but you blend it with the sounds of the letters that come after it. **O, r, a, n, g, e** work together to become the word orange. (Exaggerate the sounds).
6. **Read** the word **together with the class three** times (run your pointing finger under the word each time it is read).
7. **Write “O”** on the board. Say “o” (long o).
8. **Explain: All vowels can have different sounds.** In this module, we will work on the short sound of o, like in on, off, ox and orange.

15 min Decoding Practice:

1. **Say:** Now we will practice putting the short o sound with other consonants. We will use syllables to do this.
2. **Write** on the board:
 - **on, odd, off, ot, ob**
3. **Put your finger** under in and pronounce it. Have the learners read it three times. Do the same with the other syllables.
4. **Point** to syllables randomly and have different learners pronounce them until you are confident they know them.
5. **Ask** the learners to take out their flashcards and find “o” and five consonants. With a partner, practice forming different syllables and sounding them out.

30 min Listening Comprehension, Vocabulary:

1. **Say:** Today you will **hear the first half of** the eleventh chapter of Sonie’s Story. This chapter is called “Sonie Doesn’t Back Down”.
2. **Ask:** Knowing what happened in the other chapters, and with that chapter title, what do you think will happen in this chapter?
3. **Say:** When we read, we will use another strategy good readers use to understand what they are reading. They stop as they are reading and think about what they read. We will do this.
4. Read **this half of Chapter 11** of Sonie’s Story aloud once, slowly and clearly. (The second half is in lesson 36)

Sonie Doesn't Back Down

"Move from here mehn," the man said, hissing his teeth. "I fini pay my tax. Deh govment suppose to clean deh street."

- **Stop reading. Say:** The man is hissing his teeth. He sounds angry. That makes me worry for Sonie. Are you worried, too? (take some comments)
- **Say:** Let's see what happens. (Continue reading)

Sonie met a woman. "Sister, I'm here helping to clean the street o," she said. "All this dirt business isn't good."

"I say you all right yah, you girl," the woman said, laughing. "You don't have nothing else to do but sweep the street! You won't get five cents for it."

"Leave deh girl mehn," one man said. "Yor don like people to tell yor about dis dirt bizness. Yor keep deh place dirty and wait for the govment to clean it for yor." And then the man thanked Sonie, telling her to keep up the good work.

5. **Ask:** Which words are new? Explain the meaning.

6. **Read** the story aloud again.

7. **Ask** these questions (put the learners in **small groups** so they can discuss the questions together, then ask different groups to respond)

- a. What happens in this chapter?
- b. Who is supposed to clean the streets?

- c. What are people's initial reactions to Sonie's efforts?
- d. How does she encourage people to keep the streets clean?
- e. What do you think would happen if you tried to mobilize your community to keep the streets clean in your neighborhood?
- f. What do you think will happen next?

5 min Evaluation:

1. **Point** to the syllables on the board and have the learners read them: on, off, odd, of, ot, ob.
2. **Ask:** What do good readers do to help them understand what they are reading?

**At
home Learners should:**

1. **Read** the syllables in their books that combine short o with a consonant and practice sounding them out.
2. **Write** additional syllables and practice them.
3. **Study** their sight words.

MODULE B

Lesson 34: Short o at the beginning, middle, and ending positions

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Identify the short o sound in short syllables and words
- Write short o-words dictated
- Recognize sight words: **farm, water, good, bad**

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Sight word flashcards: **farm, water, good, bad**

Activities:

5 min Review:

1. Write on the board: on, off, ox, orange.
2. Have learners read the syllables as you point to them.

2 min Introduction:

1. Explain that they have practiced short o in the initial position in words. Now they are going to practice identifying (hearing) and sounding out (reading) the short o sound in other positions in words.

15 min Identifying short I sound (listening):

1. **Say:** I am going to **read** a short paragraph twice. Listen very carefully for the **short o** sound. **The first time I read, just listen.** The second time, raise your hand when you hear the short o. (*The **short o** words are underlined for you.*)
2. **Read aloud**, slowly and clearly:

Tom

Tom and his son are on the porch. Their dog is in the kitchen. The rain falls, drip-drop, drip-drop. It falls on the ox. It falls on and on. Tom and his son cannot do their jobs.

The dog jumps on top of the pot. Tom says "Get off". Tom follows the dog. Everything in the kitchen is wet. Tom pets the dog. He calls his son, "Come."

Tom and his son put some things on a box. They mop the water

from the kitchen floor.

3. **Read it aloud** a second time. When learners raise their hands to indicate they have heard the short o sound, ask them to identify the word.
4. **Ask** a volunteer to re-tell the story in his or her own words. (Check for comprehension).

20 min Reading words with short o:

1. **Write** two columns of words on the board: The first column has words with the **short o sound** in the middle, the second column has syllables (these are NOT words) with the **short o sound** in the final position.

➤ hot	ho
➤ rot	ro
➤ pot	po
➤ lot	lo

2. **Point** to each syllable, read it aloud, and have the class read it.
3. **Point** to each syllable and call on individuals or rows to read it.
4. **Point** to a row and call on individuals to read both syllables.
5. **Explain:** all the words in the left column are real words. (Make sure everyone knows the meanings of these words.)
6. **Say:** turn to lesson 34 in your books. **Explain:** the left column is syllables. All the syllables in the right column are words.
7. Have the learners work in pairs and practice reading the syllables and words with the short o sound. Circulate and help.
8. Review the words in the right column and make sure everyone knows the meaning of all the words.

<u>Syllables</u>	<u>Words</u>
co	cot
ho	hot
lo	lot
ro	rot
do	dog
fo	fog
jo	jog
lo	log
mo	mop
po	pop
to	top

20 min Sight Words and Reading:

1. **Say:** Today's sight words are: farm, water, good, bad.
2. **Write** them on the board.
3. **Point** to each word, pronounce it, and have the learners repeat.
4. **Change** the sequence in which you point to the words. Have the learners say them.
5. Have the learners add them to their lists in their notebooks.
6. Have the learners **turn to lesson 34. In pairs, have them read the sentences.** Circulate and help.
7. Have a few pairs read aloud.

SENTENCES

We are on the farm.
It is good.
The water is good.
Mom has a hog on the farm
Tom has a dog on the farm

A friend is on the farm.
He jogs on the farm.
They jog to the house.
Do you jog?

5 min **Evaluation:**

1. **Point** to the syllables on the board and have the learners read them:

- | | |
|-------|----|
| ➤ hot | ho |
| ➤ rot | ro |
| ➤ pot | po |
| ➤ lot | lo |

2. **Display** the sight word flash cards and have the learners read them.

3. **Ask:** What happened in Tom and the Dog?

**At
home**

Learners should:

1. **Read** the syllables in their books that combine short o with a consonant and practice sounding them out.
2. **Read** the reading passages again.
3. **Study** their sight words.

MODULE B

Lesson 35: Short o at the beginning, middle and ending positions

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Write one syllable words with short o that are dictated
- Read and understand a short story with controlled vocabulary
- Write a short story using controlled vocabulary
- Explain what an exclamation point indicates

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Story Chart: Tom and Bob
- Sight word flashcards: **farm, water, good, bad**

Learning Points:

- An exclamation point (!) at the end of a sentence shows emphasis or strong emotion.

Activities:

10 min **Review:**

1. **Invite** 5 learners to write words with short o in them on the board.
2. Have learners read the words aloud as you point to them.
3. **Display** the sight word flashcards **farm, water, good, bad**.
4. Have the learners read them.

2 min **Introduction:**

1. **Explain** that they are going to practice writing words with short o.

15 min **Writing from Dictation:**

1. **Say:** You are going to listen to and write words that have the short o sound. Find a place in your notebooks to write.
2. **Read aloud** each of the words in this list twice, slowly and carefully. Wait to make sure that the learners write them.
 - a. pot
 - b. not
 - c. hot
 - d. lot
 - e. mop
 - f. top
 - g. dog
 - h. log
3. Go over the list again and have learners correct their work. Make sure the learners know the meaning of each of the words.

20 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their books, in Lesson 35.
2. **Say:** We are going to read this story together, then you will read it with a partner.
3. **Read it aloud** slowly once as learners follow along.

Tom and Bob

Mop! Mop! Mop! Tom is mad.

Tom has a dog. The name of the dog is Bob. Bob is Tom's friend. He is a good dog. But Bob can be bad.

Bob is on the farm with Tom and his son. Bob sees the pig. The pig is big. Bob goes for the pig. OOOO!

The pig hit the pot. The water went on the mat. Mop! Mop! Mop! Tom is mad.

4. Make sure the learners understand. **Ask:** What happens in this story?
5. **Point** to the exclamation point. Explain that it shows emphasis or strong emotion.

6. Have the learners read it aloud as a group.
7. Have the learners find a partner and take turns reading aloud to each other.
8. **Circulate** as the learners are practicing.
9. **Ask** learners to read aloud, one sentence per learner. Chose learners from around the room so no one knows who will be chosen next. (Have the learners read it through only twice.)

20 min Writing with Friends:

1. **Say:** Find a partner.
2. **Say:** With your partner, write about Tom in your notebooks. Where does he live? What kind of animal does he have? What is the animal's name? What do we know about Tom's animal? What else do we know about Tom? You can use your sight word lists and find words from your book. If you need help with a word you want to use, raise your hand and I will help you.
3. **Circulate and help as needed.**
4. **After they have finished, say:** Find another pair so you are in groups of four. Each pair will read its story to the other pair.
5. While this is going on, circulate.
6. If there is time, ask some pairs to read their stories aloud.

5 min Evaluation:

1. **Ask:**

- a. What did we do today?
- b. What was hard? What was easy? What was fun?
- c. What is an exclamation point?

**At
home**

Learners should:

1. **Re-read** "Tom and Bob."
2. **Re-read** their stories.

MODULE B

Lesson 36: Initial short sound for u

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read short u as in the word under
- Write syllables and words beginning with short u

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Short flashcards (words or picture and word): umbrella, unhappy, under, uncle
- Sight word flash cards: **farm, water, good, bad**

Learning Points:

- The short sound for u is u as in “under”.

Activities:

5 min Review:

1. To quickly **review the new sight words**: Using flashcards, review the words: **farm, water, good, bad**
2. **Ask**: What punctuation do we know? What does each punctuation mark tell the reader?

All three marks are used at the end of sentences.

• = end of statement.

? = sentence is a question.

! = sentence shows strong feelings.

2 min Introduction:

1. **Say**: We are going to continue work on short **vowel sounds and how they work with consonants**.
2. **Say**: Today we will work on short u.

5 min Reviewing short u Emphasizing Decoding:

1. Show flashcards and have the learners say the words as you do: **umbrella, under, uncle, unhappy**.
2. **Write** the letter **u** on the board.
3. **Ask**: What is one sound for this letter? (Short u.)
4. Add the letters **-mbrella** to the **u** to spell the word **umbrella**.
5. **Say**: This word is **Umbrella**. **Umbrella** begins with the short u but you

blend it with the letters that come after it. **U, m, b, r, e, l, l, a** work together to become the word umbrella. (Exaggerate the sounds).

6. **Read** the word **together with the class three** times (run your pointing finger under the word each time it is read).
7. **Write “u”** on the board. Say “u” (long u).
8. **Explain: All vowels can have different sounds.** In this module, we will work on the short sound of u, like under, uncle, umbrella, and unhappy.

15 min Decoding Practice:

1. **Say:** Now we will practice putting the short u sound with other consonants. We will use syllables to do this.
2. **Write on the board:**
 - **un, us, ut, ub.**
3. Put your finger under un and pronounce it. Have the learners read it three times. Do the same with the other syllables.
4. **Point** to syllables randomly and have different learners pronounce them until you are confident they know them.
5. **Ask** the learners to take out their flashcards and find “u” and five consonants. With a partner, practice forming different syllables and practicing sounding them out.

Sonie Doesn't Back Down

Sonie got pieces of cardboard, nailed them to planks, and stood them up in the streets. One of the cardboards read:

"Don't Burn Your Dirt! Bury it!"

The other said:

Healthy community, healthy people.
Keep your community clean.

Many people began to like what Sonie was doing. Together they started to help her. Soon the streets were clean of garbage. People stopped complaining about mosquitoes and malaria, quarreling with each other about trash, and holding their noses at piles of garbage in the streets.

One day Sonie again met the woman who had told her she would not earn five cents for cleaning the streets. "You did well yah fine girl," the woman said. "Dat deh dirt and deh mosquitoes was making my children dem sick."

"It's all right, Ma," Sonie said, proud of herself.

1. **Ask:** Which words are new? Explain the meaning.
2. **Read** the story aloud again.
3. **Ask** these questions (put the learners in **small groups** so they can discuss the questions together, then ask different groups to respond)

- a. What happens in this chapter?
- b. How does Sonie encourage people to keep the streets clean?
- c. Why do you think people do start keeping the street clean?
- d. The woman told Sonie that she would not earn five cents for cleaning the streets. Did Sonie earn anything? What?
- e. How do you think Sonie feels now?
- f. How do you think the people in the community feel now?

5 min Evaluation:

1. **Point** to the syllables on the board and have the learners read them: un, us, ut, ub.

**At
home Learners should:**

1. **Read** the syllables in their books that combine short u with a consonant and practice sounding them out.
2. **Write** additional syllables and practice them.
3. **Study** their sight words.

MODULE B

Lesson 37: Short u at the beginning, middle and ending positions

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Identify the short u sound in short syllables and words
- Write short u-words dictated
- Recognize sight words: **home, soon, wife, here**

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Sight word flashcards: **home, soon, wife, here**

Activities:

5 min Review:

1. **Write** on the board: under, uncle, umbrella, unhappy.
2. Have learners read the syllables as you point to them.

2 min Introduction:

1. **Explain** that they have practiced short u in the initial position in words. Now they are going to practice identifying (hearing) and sounding out (reading) the short u sound in other positions in words.

15 min Identifying short u sound (listening):

1. **Say:** I am going to **read** a short paragraph twice. Listen very carefully for the **short u** sound. **The first time I read, just listen.** The second time, raise your hand when you hear the short u. (*The **short u** words are underlined for you.*)
2. **Read aloud**, slowly and clearly:

Uncle Buster and the Hole

Uncle Buster dug a big hole in his yard. At first his wife was unhappy and made a fuss. She said “You dug a hole. What if I fall into your hole!”

Then, Uncle Buster put water in the hole and bought her a duck. to raise. Her duck has many ducklings. The duck and all the ducklings have fun playing in the water.

She plans to sell two ducks just before July 26. She says she

will take the ducks on the bus and go to market. After she sells the ducks she will buy enough cups of rice to feed the family. She does not fuss about the hole anymore.

3. **Read it aloud** a second time. When learners raise their hands to indicate they have heard the short u sound, ask them to identify the word.
4. **Ask** a volunteer to re-tell the story in his or her own words. (Check for comprehension).

20 min Reading words with short u:

1. Write two columns of words on the board: The first column has real one-syllable words with the short u sound in the middle of the word (syllable), the second column has syllables (not real words) with the short u sound in the final position.

➤ bud	bu
➤ mud	mu
➤ fun	fu
➤ hut	hu
➤ gut	gu
2. Point to each syllable, read it aloud, and have the class read it.
3. Point to each syllable and call on individuals or rows to read it.
4. Point to a row and call on individuals to read both syllables.
5. **Explain:** all the words in the left column are real words. (Make sure everyone knows the meanings of these words.)
6. **Say:** turn to lesson 37 in your books. Explain: the left column is syllables. All the syllables in the right column are words.

7. Have the learners work in pairs and practice reading the syllables and words with the short u sound. Circulate and help.
8. Review the words in the right column and make sure everyone knows the meaning of all the words.

<u>Syllables</u>	<u>Words</u>
bu	bud
cu	cut
mu	mud
du	dug
fu	fun
gu	gun
nu	nun
hu	hut
ju	jug

20 min Sight Words and Reading:

1. Say: Today's sight words are: home, soon, wife, here.
2. Write **them on the board.**
3. Point **to each word, pronounce it, and have the learners repeat.**
4. Change **the sequence in which you point to the words. Have the learners say them.**
5. **Have the learners add them to their lists in their notebooks.**
6. **Have the learners** turn to lesson 37. In pairs, have them read the

sentences. **Circulate and help.**

7. Have a few pairs read aloud.

SENTENCES

Come home soon.
But why?
They are here.

Go by the hut.
Get the water.
Get your friend.

Can we run home?
It is fun.
My wife is home.

5 min Evaluation:

1. Point to the syllables on the board and have the learners read them:

bun	bu
mud	mu
fun	fu
hut	hu
gut	gu

2. Display the sight word flash cards and have the learners read them.
3. **Ask:** What happened in Uncle Buster and the Hole?

At home

Learners should:

1. **Read** the syllables in their books that combine short u with a consonant and practice sounding them out.
2. **Read** the reading passages again.

3. **Study** their sight words

MODULE B

Lesson 38: Short u at the beginning, middle and ending positions

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Write one syllable words with short u that are dictated
- Read and understand a short story with controlled vocabulary
- Write a short story using controlled vocabulary

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Story Chart: Uncle Buster and the Ducks
- Sight word flashcards: **home, soon, wife, here**

Activities:

10 min **Review:**

1. **Invite** 5 learners to write words with short u in them on the board.
2. Have learners read the words aloud as you point to them.
3. **Display** the sight word flashcards **home, soon, wife, here.**
4. Have the learners read them.

2 min **Introduction:**

1. **Explain** that they are going to practice writing words with short u.

15 min **Writing from Dictation:**

1. **Say:** You are going to listen to and write words that have the short u sound. Find a place in your notebooks to write.
2. **Read aloud each of the words in this list twice, slowly and carefully. Wait to make sure that the learners write them.**
 - a. but
 - b. nut
 - c. hut
 - d. mud
 - e. fun
 - f. gun
 - g. dug
3. **Go over the list again and have learners correct their work. Make sure the learners know the meaning of each of the words.**

20 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their books, in Lesson 38.
2. **Say:** We are going to read this story together, then you will read it with a partner.
3. **Read it aloud** slowly once as learners follow along.

Uncle Buster and the Ducks

Uncle Buster is unhappy. The duck is under the hut. The ducklings are under the hut. His wife will come home soon.

“Come, ducks, come!” says Uncle Buster. “This is unlucky,” he says.

“Come, ducks, come! Here is water. Come have fun.”

Uncle Buster goes in the water. “See! It is fun! Come, ducks come!”

Uncle Buster’s wife comes home. “Why are you in the water?” she asks.

Uncle Buster says, “The ducks did not come. But it is fun. Will you come in the water with me?”

4. Make sure the learners understand. **Ask:** What happens in this story?
5. Have the learners read it aloud as a group.
6. Have the learners find a partner and take turns reading aloud to each other.
7. Circulate as the learners are practicing.
8. Ask learners to read aloud, one sentence per learner. Chose learners from around the room so no one knows who will be chosen next. (Have the learners read it through only twice.)

20 min Writing with Friends:

1. **Say:** Find a partner.
2. **Say:** With your partner, write about ducks in your notebooks. What are grown ducks called? What are baby ducks called? What do ducks like to do? You can use your sight word lists and find words from your book. If you need help with a word you want to use, raise your hand and I will help you.
3. **Circulate and help as needed.**
4. **After they have finished, say:** Find another pair so you are in groups of four. Each pair will read its story to the other pair.
5. While this is going on, circulate.
6. If there is time, ask some pairs to read their stories aloud.

5 min Evaluation:

1. Ask:

- a. What did we do today?
- b. What was hard? What was easy? What was fun?
- c. What questions do you have about short u?

**At
home**

Learners should:

- 1. Re-read “Uncle Buster and the Ducks”.**
- 2. Re-read their stories.**

MODULE B

Lesson 39: End of Module Assessment

During this session you will assess learners' understanding of the lessons taught in this module. This assessment will be graded.

Steps:

- Tell learners that you will give them a test on Module B. The test will be graded. Ask them to work alone and encourage them to do their best.
- Conduct the assessment (below). Read the directions aloud, speaking clearly. Repeat the directions twice. Learners should write in their note books.
- When learners have finished, collect their note books for grading.
- Discuss each of the assessment activities and answer learners' questions. Ask learners how they felt about the test. Was it difficult? Easy?

MODULE B

Lesson 39: End of Module Assessment

1. **Write your name.**
2. **I am going to say five syllables. Each one starts with a vowel and ends with an n. Write them as I say them.** (Repeat the syllable 2 or 3 times, with some time in between the repetitions. Give students time to write.) (5 points= 1 point for each correct syllable)

in on un en an

3. **Listen carefully. Write this sentence in your copybook.** (Repeat the sentence 2 or three times, with some time in between. Give the students time to write.) (6 points= 1 point for each correct word, 1 for capital "B", 1 for .)

Bob is a dog.

4. **Draw a line under the words with a short o sound** (1 point)
5. **Copy this sentence in your copybook.** (Write the sentence on the board for students to copy.)

He put the pit in the pot.

- a. **Draw a line under the word pit** (1 point)
- b. **Draw a circle around the word pot** (1 point)
- c. **Cross out the word put** (1 point)

6. I will say a word. Write the letter that represents the sound at the beginning of the word.

Write this letter in lower case : under (1 point)

Write this letter in upper case: ant (1 point)

Write this letter in lower case: insect (1 point)

Write the letter in upper case: egg (1 point)

Write the letter in lower case: on (1 point)

MODULE C

MODULE C: Recognizing and using long vowel sounds.

By the end of the module, learners will be prepared to:

- Read simple sentences made of key words and sight vocabulary.
- Pronounce words clearly and more fluently, with less effort
- Use a pencil or pen with more confidence and to write letters and words clearly.
- Generate their own written text, working with others.
- Attend to the sequence of events in a story.

Overview:

- In module C, students are introduced to some of the many ways in which long vowel sounds are formed. Via hearing and discussing Sonie's Story, students learn to make connections between text and their lives.
- As student's sight word vocabulary and decoding skills grow, the controlled-vocabulary texts become a bit longer. In Module C, they learn to differentiate between homophones. These are words that sound the same but are spelled differently and have different meanings. Writing activities involve responding to texts they have read and learning and using specific vocabulary.

Estimated length and time schedule of Module and Lessons:

- Module C contains 19 lessons (17 lessons, mid-module evaluation, end of module evaluation). Each lesson is planned for 75 minutes of instruction. Classes are to meet three times a week thus making for a total of 6 weeks to complete Module C.

Preparation and materials:

- Read and study all lessons in the module.
- Chalkboard, chalk, eraser alphabet strip, crumpled up paper or something to use as a ball

Background Information:

The long sound for the vowel letters are introduced by adding e at the end of one-vowel words. Adding e to change the vowel sound from short to long is a common phonic pattern in the English language. In the cases where /e/ changes a vowel sound to long sound, the usual rule is that the /e/ comes after the sounded vowel but /e/ itself is not sounded, it is silent.

List of Numbered Lesson Titles:

LESSON	MODULE C LESSON TITLES
40	The long sounds of vowels a e i o u
41	Long sounds of vowels a e i o u when e is added to a one-syllable word
42	Long sounds of vowels a e i o u when e is added to a one-syllable word
43	The long sound /ā/ in gate, /ā/ in pay, /ā/ in tail/ā/ vein
44	The long sound /ā/ in gate; /ā/ in pay; /ā/ in tail and /ā/ vein
45	The long sound /ā/ in gate; /ā/ in pay; /ā/ in tail and /ā/ vein, homophones
46	The long sound /ē/ in meat, /ē/ in seed, /ē/ in field
47	The long sound /ē/ in meat, /ē/ in seed, /ē/ in field
48	The long sound /ē/ in meat, /ē/ in seed, /ē/ in field, homophones
49	Mid-module Assessment
50	The long sound /ī/ in tie, /ī/ in cry, /ī/ in rice
51	The long sound /ī/ in tie, /ī/ in cry, /ī/ in rice
52	The long sound /ī/ in tie, /ī/ in cry, /ī/ in rice

53	The long sound /ō/ in vote, /ō/ in goat
54	The long sound /ō/ in vote, /ō/ in goat
55	The long sound /ō/ in vote, /ō/ in goat
56	The long sound /ū/ in tube; /ū/ in new
57	The long sound /ū/ in tube; /ū/ in new
58	The long sound /ū/ in tube; /ū/ in new
59	End of module assessment

Evaluation:

- Learners' work documented in copybooks.
- Oral exercises in the class.
- Workbook exercises.
- Mid-module and end-of-module assessments.

MODULE C

Lesson 40: Long sounds of vowels a e i o u

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words with the long sounds of vowels a, e, i, o, u
- Identify the long sounds of vowels when they hear them

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip, crumpled up paper or something to use as a ball

Learning Points:

- The long sound for each of the vowels sounds just like the name of the letter.
- Good readers stop as they're reading and think about what they are reading.

Activities:

10 min **Review:**

1. To quickly review the short sounds of the letters: Write “a e i o u” on the chalk board.
2. Ask the class to give the short sound for each vowel as you point to it.
3. **Say:** I am going to toss the ball to someone, then point to a short vowel. The person who has the ball must read the sound of the vowel then toss the ball to someone else, who will read the short vowel I point to, then toss the ball to someone else, etc.
4. Do this activity for a few minutes, till everyone has had a chance to read a short vowel.

2 min **Introduction:**

1. **Say:** In Module B, you studied short vowels. In Module C, you will learn long vowels. Long vowels say their names. We will be focusing on long vowel sounds and the different ways they are made in this module.

15 min **Reviewing long vowels:**

1. **Write** the lowercase letters a e i o u in a column down the side of the chalkboard, starting high on the board and writing one letter under the other.
2. **Point** and have the class say the names of the letters.
3. **Say:** the long sound for each of these vowels is just like its name. For example the long sound for a is /ā/. It is the vowel sound you hear in the word late.

4. **Ask:** What is the long sound for e? Can you think of a word with the sound? (**Write the words on the board as learners suggest them.**)
5. Ask the same question for all vowels up to u. Correct learners if necessary. (Possible words include: /ā/ ate, /ē/ eat, meat, be, /ī/ ice, I, /ō/ open, old, toe, and /ū/ tube).

15 min Reading and Writing Practice:

1. **Say:** Now we will review our sight word list to find the words that have long vowels.
2. **Say:** Find a partner. Look at your **sight words**. Make a list of all the words that have long vowels. (Give the learners 5 minutes to do this).
3. **Ask** for pairs to send one member to the board. The other member reads one of their long vowel sight words from their list and the member at the board writes it on the board.
4. **Ask** the other pairs to check if the word is spelled correctly and if they have it on their list (is it really a long vowel word?)
5. **Send** another 4 pairs (one member) to the board to do another set of words.
6. **Continue** until all the pairs have been to the board once.
7. **Read** the whole list aloud, the pairs checking their lists to make sure they have the same words.

Long vowel sight words (lessons 1-39): me, he, she, I, we, be, why, go, goes, home, wife, here

30 min Listening Comprehension, Vocabulary:

1. **Say:** Today you will hear the 12th chapter of Sonie's Story. This chapter is called "Sonie Meets A Man."
2. **Ask:** The title gives us an idea what will happen. How do you feel, hearing this title?
3. **Say:** Let's use a strategy good readers use and stop as we read to think about what we're reading.

Chapter 12

Sonie Meets A Man

One day Sonie was coming from the market and met a man. He sat in a beautiful car talking on a cell phone. Suddenly he saw Sonie.

"Hello, fine girl," the man said, looking out the window and smiling.

"Hello yah," Sonie said, smiling back.

"What's your name?" the man asked.

"My name is Sonie," she answered.

"Well my name is Johnson," the man said. "I want you to be my girlfriend, Sonie."

Sonie thought Johnson was a nice man. He drove a fine car, dressed in a beautiful blue suit. She told him that she did not mind being his woman but that she wanted to go to school.

- **Stop here. Ask:** How do you FEEL about what is happening? (Take a variety of answers). What do you think about Johnson? Why? (Take a variety of answers, then continue reading.)

“No problem,” Johnson said. “I will take care of your school business.”

“All right, Mr. Johnson,” Sonie said.

“Let’s go see my place,” Johnson said.

“Okay,” Sonie said, smiling, and got into the NISSAN 72.

Johnson started the car and sped off.

4. **Ask:** Which words are new? Explain the meaning.
5. **Ask:** What is the name of the new character in this chapter? Describe him.
6. **Read** the story aloud again.
7. **Ask** these questions (put the learners in small groups so they can discuss the questions together, then ask different groups to respond).
 - a. Where was Sonie when she met Johnson?
 - b. What was he doing?
 - c. What attracted her to him?
 - d. What did he promise her? Do you think he’ll follow through

on his promise?

- e. Why did she go with him?
- f. Do you think it was a good idea? Why, why not?
- g. Does this ever happen in your community?
- h. What do you think will happen next?
- i. What advice do you have for Sonie?

5 min

Evaluation:

1. **Ask:** What are the long vowel sounds?
2. **Ask:** What are some words with long vowels?
3. **Ask:** What do good readers do as they read?

**At
home**

Learners should:

1. Re-read the sight words that have long vowels.

MODULE C

Lesson 41: Long sounds of vowels when e is added to the end of a one-syllable word

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Identify the long vowel sound in syllables and words
- Read one-syllable long-vowel words ending in e
- Recognize that one-syllable words ending in a consonant followed by final silent e usually have long vowel sounds
- Recognize sight words: **like/s, make/s, no, not**

Preparation and Materials:

- Chalkboard, chalk, eraser
- Sight word flashcards: **like/s, make/s, to, not**

Learning Points:

- In a syllable or word that ends with vowel/consonant/e, usually the e is silent and the first vowel says its name. One way to remember this is the final “e” jumps back over the consonant to sprinkle its magic on the vowel, making it say its name. Another way to remember is that the final silent e 'bosses' the other vowel and changes it from a short to a long vowel. Help your students find a way to remember this idea.
- Good readers visualize the scenes and characters described in what they are reading.

Activities:

13 min **Review:**

1. **Write** “a e i o u” on the chalk board.
2. **Say:** Give the long sound for each vowel as I point to it.
3. Point to the letters in random order.
4. Divide the class into five groups. Assign each group a vowel (a, e, i, o, u).
5. **Say:** Think of words that have the long sound of your vowel. “A” group thinks of words with the long A sound A, “E” group thinks of words with the long E sound, etc). The group with the most words wins. **They have just 3 minutes to think.**
6. **Ask** each group to share the vowel words they thought of. Write them on the board as they say them.
7. Congratulate the group with the most words.

1 min **Introduction:**

1. **Say:** In this lesson and the next, we will learn about recognizing, reading and writing some words with long vowels.

20 min **Reading Short Words with Long Vowels:**

1. **Write** on the board, starting on the left side of the board at the top, writing one word under the other: mat, hat, bit, sit, rob, hop, tub, cub
2. Have the learners read the words you wrote aloud. (Make sure they know what each word means).

3. **Ask:** What kind of vowel sound do you hear in each word? (short).
4. Across from each word, write the same word, with an e added to the end. It should look like this:

a. mat	mate
b. hat	hate
c. bit	bite
d. sit	site
e. rob	robe
f. hop	hope
g. tub	tube
h. cub	cube

4. Ask for a volunteer, or the class, to read the new list. If no one can, read it aloud. Make sure everyone knows the meaning of all the words. Read the two lists (mat, mate, hat, hate...) aloud again.
5. **Ask:** What is the difference between the two columns of words? (“e” at the end of the words in the second column. Short vowel sound in the words to the left, long vowel sound in the words to the right. Silent e at end in words to the right.) Provide an explanation if necessary.
6. **Explain:** Some people call this “silent” e at the end of a word a “bossy e”. It tells the other vowel, the vowel behind the consonant, to say its name. The /e/ stays silent.
7. **Explain:** Some people say the silent /e/ at the end of a word can sprinkle its magic on the vowel before the consonant and make the vowel say its name.
8. **Say:** Use these tricks to help you remember when a vowel will make a long sound.
9. **Ask** the learners to turn in their books to Lesson 41. Have the learners

work in pairs to practice reading the words listed there. Circulate and help. Make sure they know the meaning of all the words

a. mad	made
b. fad	fade
c. fat	fate
d. hat	hate
e. rat	rate
f. rip	ripe
g. fin	fine
h. din	dine
i. rob	robe
j. hop	hope
k. cut	cute
l. tub	tube
m. cub	cube

25 min Identifying long vowels (listening):

1. **Say:** I am going to **read** a short story twice. Listen very carefully for the long vowels. The first time I read, just listen. The second time, raise your hand when you hear a long vowel (*The **long vowel** words are underlined for you.*)
2. **Read aloud**, slowly and clearly:

Hungry

Tom has a hoe. His son has a hoe. They hoe near their goat.

Tom's son is hungry. He wants to eat. He hopes his mother will make a meal. He likes rice. He hopes she will cook rice.

Tom is hungry too. He wants a meal. He likes meat. He wants a meal of meat.

Tom sees the goat.

3. **Read it aloud** a second time. When learners raise their hands to indicate they have heard a long vowel, ask them to identify the word.
4. **Ask:** are there any new words in the story? If there are, write them on the board and explain them.
5. **Ask** a volunteer to re-tell the story in his or her own words. (Check for comprehension).
6. **Ask** these questions and lead a discussion about the story:
 - a. What do you see in your mind when you think of this story? What do the characters Tom and his son look like? What are they wearing?
 - b. In your mind, what kind of crop are they hoeing?
 - c. What about the goat, is it young, old, fat, thin?
 - d. What do each of them want to eat?
 - e. What do you think might happen to the goat?
 - f. Tom is so hungry he decides to butcher his only goat. Is this a good idea? Why or why not?

10 min Sight Words:

1. **Say:** Today's sight words are **like/s, make/s, to, yes**.
2. **Write** them on the board. **Explain** that these are verbs---action words. That is why there is the /s after them. When you say "I like" something you don't need an "s" but when you say "She likes" something you do. The / is just to show that the "s" is not always there.
3. **Write** on the board: **I like Ben. She likes Ben.**

4. **Underline** the “s” in likes.
5. **Point** to each word, pronounce it and have the learners repeat.
6. **Now point** to each sight word (like/s, make/s, to, yes)
7. **Change** the sequence in which you point to the words. Have the learners say them.
8. Have the learners add them to their lists in their notebooks.

5 min Evaluation:

1. **Point** to the words on the board and have the learners read them.
2. Display the sight word flash cards and have the learners read them.

**At
home Learners should:**

1. **Read** the words in their books in Lesson 41.
2. **Study** their sight words.

MODULE C

Lesson 42: Long sounds of vowels when e is added to the end of a one-syllable word

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Write, from dictation, one-syllable long vowel words ending in e
- Read and understand a short story with controlled vocabulary
- Write using controlled vocabulary

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip.
- Story Chart: Dave.
- Sight word flashcards: **make/s, like/s, to, not.**

Activities:

10 min **Review:**

1. **Invite** 5 learners to write words with long vowel sounds that end in silent e them on the board.
2. Have learners read the words aloud as you point to them.
3. **Display** the sight word flashcards **make/s, like/s, to, not**
4. Have the learners read them. **Ask** what the difference is between “make” and “makes” and “like” and “likes”.

2 min **Introduction:**

1. **Explain** that they are going to practice writing and reading words with long vowels, especially those that end with e.

15 min **Writing from Dictation:**

1. **Say:** You are going to listen to and write words that have long vowels. Find a place in your notebooks to write.
2. **Read aloud** each of the words in this list twice, slowly and carefully. Wait to make sure that the learners write them.

- a. Hope
- b. Rate
- c. Bare
- d. Fine
- e. Make
- f. Made
- g. Mate
- h. Cute

- i. Hate
- j. Robe

3. Go over the list again and have learners correct their work. Make sure the learners know the meaning of each word.

25 min Reading:

1. Post the story chart. Ask the learners to find the story in their books, in Lesson 42.
2. **Say:** Find a partner and read this story together, then take turns reading it aloud to each other.
3. Circulate and help as needed.

Dave

Dave has a farm but Dave hates to farm. He wants to bake. Dave likes to bake. He likes cake. He likes bread. He wants to make cake and bread. He can put the cake and bread on sale.

Dave's friends say, "Dave, why bake? It is fine to farm. You have a pig, a goat, and a dog. You have a home. It is a farm. Your ma and pa have a farm. It is your fate to farm.

Dave says "No! It is not too late! I want to bake. I hope to bake. I will bake."

4. Ask: What happens in this story? Are there any words you do not know or do not understand?

5. Have the learners read it aloud as a group.
6. Ask learners to read aloud, one sentence per learner. Chose learners from around the room so no one knows who will be chosen next. (Have the learners read it through only twice.)
7. Put the learners in small groups to discuss these questions:
 - a. What does Dave do now?
 - b. What does he want to do?
 - c. What does his friend think?
 - d. How would you describe Dave?
 - e. How important is it to do work that interests you?
 - f. What advice would you give Dave, and why?
8. Bring the groups back together and discuss the questions as a group.

20 min Writing with Friends:

1. **Say:** Find a partner.
2. **Say:** Turn to Lesson 42 in your workbooks. With your partner, write about Dave. Imagine what he looks like. Is he tall or short? Fat or thin? Young or old? What does he like? What does he hate? What are the names of his friends? What are the names of his animals? What do you think Dave should do? You can use your sight word lists and find words from your book. If you need help with a word you want to use, raise your hand and I will help you.
3. Circulate and help as needed.
4. After they have finished, **say:** Find another pair so you are in groups of four. Each pair will read its story to the other pair.
5. While this is going on, circulate.

6. If there is time, ask some pairs to read their stories aloud.

5 min Evaluation:

1. Ask:

- a. What did we do today?
- b. What was hard? What was easy? What was fun?
- c. What do you know about long vowels?

**At
home**

Learners should:

1. Re-read “Dave”.

2. Re-read their stories.

3. Study their sight words and reread their long vowel words

MODULE C

Lesson 43: The long sound /ā/ in gate, /ā/ in pay and /ā/ in tail

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words with long a as in gate, pay, tail
- Write syllables and words with long a

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip

Learning Points:

- Long a can be formed in a number of ways:
 - When a word has two vowels side by side, usually the first vowel says its name (long vowel) and the second vowel is silent. This can be thought of as: when two vowels get together, they are very polite. The first one says her name and the second one is silent as she introduces herself. Or it can be thought of a when two vowels go walking, the first one does the talking. Encourage your students to remember one of these tips. This works for ai, as in pain, and ay, as in say
 - When a syllable has this pattern: ade. The silent e makes the “a” long (like in made).

Activities:

10 min Review:

1. Ask three pairs to read their stories aloud (Note: choose different pairs each time you do this, so everyone gets a chance to share.)

2 min Introduction:

1. **Say:** We are going to continue work on long vowel sounds and how they're made. This will help you read them and write them.
2. **Say:** Today we will work on a.

30 min Reading Words with Long a (/ā/):

1. **Write** on the board:
mate, hate, late, fate, date, gate
2. Have the learners read the words you wrote aloud. (Make sure they know what each word means).
3. **Ask:** What helps you know how to pronounce these words? (bossy e at the end tells the "a" to say its name).
4. Write these words on the board:

tail	rain
hail	main
bail	pain
wait	
5. Ask for a volunteer, or the class, to read the words. If no one can, read it aloud. Make sure everyone knows the meaning of all the words.
6. **Ask:** These words all have a long a. What do you see that is the same in

all these words? (“ai”)

7. **Explain:** When a word has two vowels side by side, usually the first vowel says its name (long vowel) and the second vowel is silent.
8. **Say:** If it helps you to remember, this can be thought of as: when two vowels get together, they are very polite. The first one says her name and the second one is silent as she introduces herself. Or it can be thought of as when two vowels go walking, the first one does the talking.
9. **Say:** Use these tricks to help you remember when a vowel will make a long sound.
10. **Write** on the board: lay, say, way
11. Have the learners read the words you wrote aloud. (Make sure they know what each word means).
12. **Ask:** What helps you know how to pronounce these words? (the “y” is acting as a vowel here, so there are two vowels “walking”, a & y. The “a” is talking)
13. **Write** on the board: their, vein, eight
14. Have the learners read the words you wrote aloud. (You will probably have to help them with these words. Make sure they know what each word means.)
15. **Say:** When you see “ei”, it makes the long a sound in these words. These are words you have to memorize.
16. **Ask** the learners to turn in their books to Lesson 43. Have the learners work in pairs to practice reading (sounding out) the words listed there. Remind them: **THEY ARE NOT ALL LONG A WORDS!** Circulate and help. Make sure everyone knows the meaning of all the words.

mad	maid	vein	wait
fat	fair	sail	pad
day	date	nail	bait
rail	pail	bad	pain
eight	hair	pair	hat
paid	raid	say	lay

30 min Listening Comprehension, Vocabulary:

1. **Say:** Today you will hear the 13th chapter of Sonie’s Story. This chapter is called “Sonie Becomes Pregnant.”
2. Ask the learners to re-tell what has happened in Sonie’s story so far: what came first, then what, etc.
3. Read **Chapter 13** of Sonie’s Story aloud once, slowly and clearly.

Chapter 13 Sonie Becomes Pregnant

Two weeks later, Sonie brought up her school business.

“My boss man hasn’t paid me yet,” Johnson told her, frowning. “Just wait small.”

She waited for about two months and again brought up the matter.

“Look,” Johnson said, glaring at her, “I have got my own children dem and suppose to pay their school fees. So don’t

bring your school business to me. You hear?"

Sonie nodded her head and left his house.

- **Stop and share your thoughts: This makes me worried. He is not the man she thought he was.**

One day she realized she was pregnant and again went to Johnson.

"I get belly o Johnson," she said.

"And dat who deh belly for?" Johnson said, frowning at her.

"Deh belly for you!" she cried.

"Looka dis foolish girl," Johnson said. "You fini get yor belly from different man den you come bring it to me! Look, move from my house!"

Grabbing Sonie by the arm, he pushed her out of the house. Sonie went home and cried. Her eyes turned red and swollen. But Johnson never came back to her.

4. **Ask:** Which words are new? Explain the meaning.
5. **Read** the story aloud again.
6. **Ask** these questions (put the learners in groups so they can discuss the questions together, then ask different groups to respond)
 - a. When Sonie met Johnson, he promised to pay her school

- fees. Did you think he would? Why or why not?
- b. Did he? What was his reason for not paying them?
 - c. Does Johnson have another family? How do we know this?
 - d. What kind of man is he?
 - e. What happens to Sonie?
 - f. Does this happen in your community?
 - g. What advice would you give her?
 - h. What do you think might happen next?

5 min Evaluation:

1. **Point** to the words on the board and have the learners read them.
2. **Ask:** What are some ways to know a word should be pronounced with a long a?

**At
home Learners should:**

1. **Re-read** the words in lesson 43.
2. **Review** the different ways to make long a.

MODULE C

Lesson 44: The long sound /ā/ in gate, /ā/ in pay, /ā/, in tail

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Identify the long a sound in short syllables and words
- Write words (dictated) with long a
- Read sentences with long a words
- Explain that two words can sound the same but be spelled differently and have different meanings (homophone)
- Recognize sight words: **mother, brother, when, how**

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Sight word flashcards: **mother, brother, when, how**

Learning Points:

- Homophones are two words that sound alike, but are spelled differently and have different meanings

Activities:

5 min Review:

1. **Write** on the board: **lay, laid, late, sail, say, sane**
2. Have learners read the words as you point to them.
3. **Make sure** everyone knows the meaning of all the words.

2 min Introduction:

1. **Explain** that they have learned some ways to form long a, now they are going to practice identifying (hearing) and sounding out (reading) the long a sound in stories.

15 min Identifying long a (Listening):

1. **Say:** I am going to **read** a short paragraph twice. Listen very carefully for the **long a** sound. **The first time I read, just listen.** The second time, raise your hand when you hear the long a. (*The **long a** words are underlined for you.*)
2. **Read aloud**, slowly and clearly:

Jane Prays for Rain

Jane says the rain is late. She is worried. The farm needs rain. She looks at the sky. The clouds sail by. The date is late. It is way past May. This is crazy! Where is the rain?

Jane makes a plan. Every day, she will pray. Jane will pray for rain. Tomorrow she will not lay in bed and worry. She

will not delay. She will wake early and pray.

Jane wakes late. It is almost eight! Wait. What is that noise?
Rain on the roof? Hooray!

3. **Read it aloud** a second time. When learners raise their hands to indicate they have heard the long a sound, ask them to identify the word it is in.
4. **Ask** a volunteer to re-tell the story in his or her own words. (Check for comprehension)

20 min Reading sentences with long a:

1. Have the learners work in pairs and practice reading the sentences in Lesson 44. Circulate and help. Make sure everyone understands all the vocabulary.
2. After a few minutes, ask: **Have you noticed anything?** (homophones)
3. **Explain** that in many of these sentences, they will find words that sound the same but have different spellings and different meanings. These are “homophones”. They are fun to find.
4. **Have** the learners continue reading the sentences in pairs.
5. Have learners read the sentences aloud identifying and defining the homonyms in their sentences if they have them.

SENTENCES

- a. The sail is on sale.
- b. The pair ate one pear.
- c. We ate at eight.
- d. Wait! What is the weight?

- e. My pale friend has a pail.
- f. The male has mail.
- g. It was a pain when the pane broke.
- h. The maid made the bed.
- i. An ant was on my aunt.

15 min Writing from Dictation:

1. **Say:** You are going to listen to and write words that have the long a sound. Find a place in your notebooks to write.
2. Read aloud each of the words in this list twice, slowly and carefully. Wait to make sure that the learners write them.

- a. raid
- b. paid
- c. say
- d. day
- e. lay
- f. nail
- g. maid (“servant”)
- h. eight (the number)

3. Go over the list again and have learners correct their work. Make sure the learners know the meaning of each of the words.

10 min Sight Words:

1. **Say:** Today’s sight words are **mother, brother, when, how**
2. **Write** them on the board.
3. **Point** to each word, pronounce it, and have the learners repeat.
4. **Change** the sequence in which you point to the words. Have the

learners say them.

5. Have the learners add them to their lists in their notebooks.

5 min

Evaluation:

1. Point to the words on the board and have the learners read them.
2. Display the sight word flash cards and have the learners read them.

3. Write on the board:

pain pane weight wait

4. Ask the learners to read these words and explain the difference between the pairs of words.

**At
home**

Learners should:

1. **Re-read** the sentences in Lesson 44.
2. **Study** their sight words.

MODULE C

Lesson 45: The long sound /ā/ in gate, /ā/ in pay, /ā/ in tail

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read and understand a short story with controlled vocabulary
- Write short sentences using controlled vocabulary

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Story Chart: Pain
- Sight word flashcards: **mother, brother, when, how**

Learning Points:

- Long a can be formed in a number of ways:
 - When a word has two vowels side by side, usually the first vowel says its name (long vowel) and the second vowel is silent. This can be thought of as: when two vowels get together, they are very polite. The first one says her name and the second one is silent as she introduces herself. Or it can be thought of as when two vowels go walking, the first one does the talking. Encourage your students to remember one of these tips. This works for ai, as in pain, and ay, as in say
 - When a syllable has this pattern: vowel consonant vowel (or vcv) there the final vowel is silent e. The silent e makes the “a” long (like in made).

Activities:

10 min **Review:**

1. **Invite** 5 learners to write words with **long a** in them on the board.
2. Have learners read the words aloud as you point to them.
3. **Display** the sight word flashcards **mother, brother, when, how**.
4. Have the learners read them.

2 min **Introduction:**

1. Explain that they are going to practice reading and writing words with long a.

30 min **Reading Comprehension**

1. **Post** the story chart. Ask the learners to find the text in their books, in Lesson 45.
2. **Say:** Find a partner and read this together, then take turns reading it aloud to each other.
3. **Circulate and help as needed.**

Pain

You have a pain. What do you do?
Will your friend aid you?

Your pain is in your brain. What do you do?

Will your wife aid you?

Your pain makes you wail. What do you do?

Will your mother aid you?

Will you lay on your mat?

Will your brother aid you?

You have a pain for eight days. What do you do?

Will you say, "Take me to the hospital?"

When and how will you get help?

4. **Explain:** This text gives us lots of practice with the long ai sound. It is not really a story, but it is useful for us to read and to discuss.

5. Are there any words you do not know or do not understand? (Explain)

6. Have the learners read it aloud as a group.

7. Ask learners to read aloud, one sentence per learner. Chose learners from around the room so no one knows who will be chosen next. (Have the learners read it through only twice.)

8. Ask:

- a. What is this about?
- b. What do you do if you don't feel well?
- c. What kinds of illnesses need medical help?
- d. Where would you go if you needed medical help?
- e. What information should you bring with you if you need medical help? (What hurts, what is injured, when it started, how long it has hurt, what you think caused it)
- f. What documents should you bring with you if you go to a

clinic or hospital? (*Hospital card, insurance card if you have insurance*)

25 min Writing about Pain:

1. Write on the board:

My name is _____.

My _____ hurts.

It has hurt for _____ days.

It hurts _____. (describe the pain)

2. Read these sentences aloud. Make sure the learners understand them.
3. Say: Open your books to lesson 45. Here is some vocabulary about the body. Look
4. Point to each term and read it aloud.
5. Say: Use this vocabulary to complete ten sentences.
6. Circulate and help as needed.
7. After they have finished, say: Find a partner and read your sentences to each other.
8. While this is going on, circulate.
9. If there is time, ask some students to read their stories aloud.

5 min Evaluation:

1. **Ask:**

- a. What did we do today?
- b. What was hard? What was easy? What was fun?
- c. What questions do you have about long a?

**At
home**

Learners should:

1. Re-read "Pain".
2. Re-read their sentences.

MODULE C

Lesson 46: Long sound /ē/ in meat, /ē/ in seed, /ē/ in field

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words with long e, /ē/, as in meat, seed, field
- Write syllables and words with /ē/

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Sight word flash cards: **mother, brother, when, how**

Learning Points:

- Long e can be formed in a number of ways:
 - When a word has two vowels side by side, usually the first vowel says its name (long vowel) and the second vowel is silent. This can be thought of as: when two vowels get together, they are very polite. The first one says her name and the second one is silent as she introduces herself. Or it can be thought of as when two vowels go walking, the first one does the talking. Encourage your students to remember one of these tips.
 - “ie” as in field, chief, priest, niece, piece. This is also a pattern to memorize. Students can learn the rule “i” before “e” except after c, except for vein, eight and some other words...but they have to remember that most of the time ie makes the sound of long e, but sometimes it makes long a, as in eight.

Activities:

10 min Review:

1. **Ask:** What sound did we study in the last few lessons? What are some words with long a?
2. Use the sight word flash cards to practice **mother, brother, when, how.**

2 min Introduction:

1. **Say:** We are going to continue work on long **vowel sounds and how they're made. This will help you read them and write them.**
2. **Say:** Today we will work on e.

30 min Reading Words with Long e (/ē/):

1. Write these words on the board:

see	pea
seen	eat
bee	key
beer	meal

2. Ask for a volunteer, or the class, to read the words. If no one can, read it aloud. Make sure everyone knows the meaning of all the words.
3. **Ask:** These words all have a long e. What do you see that is the same in all these words? (two vowels side by side, with e first).
4. **Explain:** With these words, the first of the two vowels is an e, so it says its name. The second vowel is silent.
5. **Write** on the board: **field, chief, priest, piece.**

6. Have the learners read the words you wrote aloud. (You may have to do this for them. Make sure they know what each word means).
7. **Say:** When you see “ie”, it makes the long e sound. You have to memorize this.
8. **Ask** the learners to turn in their books to Lesson 46. Have the learners work in pairs to practice reading (sounding out) the words listed there. Remind them: **THEY ARE NOT ALL LONG A WORDS!** Circulate and help. Make sure everyone knows the meaning of all the words.

seat	sea	key	feel	feet	feed
field	meal	meet	me	men	mean
queen	teen	ten	he	we	be

30 min Listening Comprehension, Vocabulary:

1. **Say:** Today you will hear the first half of the 14th chapter of Sonie’s Story. This chapter is called “Sonie finds a Job.”
2. Ask the learners to re-tell what has happened in Sonie’s story so far: what came first, then what, etc. **Encourage them to use phrases that help us know the sequence of events.**
3. **Say:** We are going to stop as we read and think about what we are reading. It is a strategy that good readers use to make sure they understand what they are reading.
4. Read **this part of Chapter 14** of Sonie’s Story aloud once, slowly and clearly.

Chapter 14

Sonie Gets a Job

Sonie delivered. She had a boy child and called him Papie. Although she loved her baby, she could barely take care of him. She had no job skills.

- **Stop and ask: What are you thinking? (Take some answers, then continue reading.)**

One day Sonie had a sudden idea. She would look for a job as a cook. She had already learned to cook when she lived with Mama and Papa.

Dressed in a *lappa* suit and high heels, she went out on the street. There she found a job as a cook. She would work in a big restaurant. How lucky she was!

5. **Ask:** Which words are new? Explain the meaning.
6. **Read** the story aloud again.
7. **Ask** these questions (put the learners in groups so they can discuss the questions together, then ask different groups to respond).
 - a. How do you think Sonie felt at the beginning of the chapter? Why?
 - b. What did she decide to do?
 - c. How did she dress to look for a job? Was that a good idea? Why or why not?
 - d. What are other things that are important to do when you look for a job?
 - e. What are some things she should do when she starts her job

- that will help her succeed?
- f. What will she do with Papie while she works?

5 min **Evaluation:**

1. **Point** to the words on the board and have the learners read them.
2. **Ask:** What are some ways to know a word should be pronounced with a long e?

**At
home** **Learners should:**

1. **Re-read** the words in lesson 46.
2. **Review** sight words.

MODULE C

Lesson 47: Long sound /ē/ in meat, /ē/ in seed, /ē/ in field

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Identify the long e sound in short syllables and words
- Write words (dictated) with long e
- Read sentences with long e words
- Explain that two words can sound the same but be spelled differently and have different meanings (homophone)
- Recognize sight words: **what, does, also, buy/s**

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip.
- Sight word flashcards: **what, does, also, buy/s**

Learning Points:

- Homophones are two words that sound alike, but are spelled differently and have different meanings.
- Homonyms are words that are spelled the same, pronounced the same, but have different meaning.

Activities:

5 min Review:

1. Write on the board: **field, meal, queen, teen, key.**
2. Have learners read the words as you point to them.
3. Make sure everyone knows the meaning of all the words.

2 min Introduction:

1. Explain that they have learned some ways to form long e, now they are going to practice identifying (hearing) and sounding out (reading) the long e sound in stories.

15 min Identifying long e (Listening):

1. **Say:** I am going to **read** a short paragraph twice. Listen very carefully for the **long e** sound. **The first time I read, just listen.** The second time, raise your hand when you hear the long e. (*The **long e** words are underlined for you.*)
2. **Read aloud**, slowly and clearly:

Sonny

Sonny is a mechanic. He also keeps sheep. He and his wife have a baby. Their home is clean and tidy.

Sonny does not drink beer or liquor. His only vice is candy. Sonny loves candy. He spends every penny he can on candy.

Sonny's wife says Sonny is crazy. Candy is not healthy. Candy is bad for your teeth. Candy is not manly.

"Wife," Sonny says. "Candy is easy. Be happy. I may not be manly but I am not drunk."

3. **Read it aloud** a second time. When learners raise their hands to indicate they have heard the long e sound, ask them to identify the word it is in.
4. **Ask** a volunteer to re-tell the story in his or her own words. (Check for comprehension)
5. **Lead** a discussion:
 - a. What is Sonny's job? What else does he do?
 - b. Does he have children?
 - c. What is his vice?
 - d. What is your impression of Sonny? Is he a good husband?
 - e. What does his wife think about Sonny's passion for candy?
 - f. Why does it worry her?
 - g. What does Sonny think?
 - h. What do you think?

20 min Reading sentences with long e:

1. Have the learners work in pairs and practice reading the sentences in Lesson 47. Circulate and help. Make sure everyone understands all the vocabulary.
2. After a few minutes, ask: **Have you noticed anything?** (homophones and homonyms).
3. Explain that in many of these sentences, they will find words that sound the same but have different spellings and different meanings.

These are “homophones”. They are fun to find. They will also find words that are spelled the same, pronounced the same, but have different meanings. These are homonyms. These are fun, too.

4. **Have** the learners continue reading the sentences in pairs.
5. Have learners read the sentences aloud, identifying and explaining the two meanings of any homonyms in their sentences.

SENTENCES

- a. They meet to buy meat.
- b. It is a feat to buy shoes for his big feet.
- c. He wants to be a bee.
- d. What do you mean? You are so mean!
- e. We can read about a reed.
- f. You cannot steer a steer.
- g. You will not be weak in a week.
- h. We’d better weed the field.

15 min **Writing from Dictation:**

1. **Say:** You are going to listen to and write words that have the long e sound. Find a place in your notebooks to write.
2. **Read aloud** each of the words in this list twice, slowly and carefully. Wait to make sure that the learners write them.
 - a. see (with your eyes)
 - b. eat
 - c. me
 - d. meal
 - e. be (to do, not the insect)
 - f. beat (hit)
 - g. teen
 - h. field

3. Go over the list again and have learners correct their work. Make sure the learners know the meaning of each of the words.

10 min

Sight Words:

1. **Say:** Today's sight words are **what, does, also, loves.**
2. **Write** them on the board.
3. **Point** to each word, pronounce it, and have the learners repeat.
4. **Change** the sequence in which you point to the words. Have the learners say them.
5. Have the learners add them to their lists in their notebooks.

5 min

Evaluation:

1. **Point** to the words on the board and have the learners read them.
2. **Display** the sight word flash cards and have the learners read them.
3. **Write** on the board:

mean mean
4. **Ask** the learners to read these words and explain the two different meanings (mean = not nice; mean = to have a purpose, to symbolize).

**At
home**

Learners should:

1. **Re-read** the sentences in Lesson 47.
2. **Study** their sight words.

MODULE C

Lesson 48: Long sound /ē/ in meat, /ē/ in seed, /ē/ in field

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read and understand a short story with controlled vocabulary
- Write short sentences using controlled vocabulary

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip .
- Story Chart: **The Box.**
- Sight word flashcards: **what, does, also, buy/s.**

Activities:

10 min **Review:**

1. **Invite** 5 learners to write words with **long e** in them on the board.
2. Have learners read the words aloud as you point to them.
3. **Display** the sight word flashcards **what, does, also, buy/s**.
4. Have the learners read them.

2 min **Introduction:**

1. **Explain** that they are going to practice reading and writing words with long e.

30 min **Reading Comprehension**

1. **Post** the story chart. Ask the learners to find the text in their books, in Lesson 48.
2. **Say:** Find a partner and read this together, then take turns reading it aloud to each other.
3. **Circulate and help as needed.**

The Box

Deegar sees his mother sneak a box home. What is it?
He wants to sneak a peek. He does not want to be seen.

When Deegar's mother is asleep, he creeps near the box. The

bed creaks! Can she hear me?

The box! The box! What is in the box?

Deegar takes a peek. He cannot believe what he sees!
In the box are his mother's new teeth.

4. Are there any words you do not know or do not understand? (Explain)
5. Have the learners read it aloud as a group.
6. Ask learners to read aloud, one sentence per learner. Chose learners from around the room so no one knows who will be chosen next. (Have the learners read it through only twice.)
7. **Ask:**
 1. Who is Deegar? What do we know about him?
 2. What does he want to do?
 3. Why?
 4. What is his plan?
 5. Does it work? What does he learn?
 6. How do you think he felt when he discovered what was in the box?
 7. Why do you think he did not just ask his mother what was in the box?

25 min Writing about Deegar:

1. Have the students turn to Lesson 48 in their workbooks. They will use their imaginations to write about Deegar. Where does he live? How old is he? How many sisters and brothers does he have? What does he like to do? They can use their books to look up spelling. They should try not to let spelling keep them from writing. They can try their best, and circle the word for you to help with later.

2. Circulate and help as needed.
3. After 15 minutes, have the learners find a partner and switch stories. They should read each other's stories.
4. If there is time, have them read more people's stories.

5 min Evaluation:

1. Ask:

- a. What did we do today?
- b. What was hard? What was easy? What was fun?
- c. What questions do you have about long e?

**At
home**

Learners should:

1. Re-read "The Box."
2. Re-read their stories.

MODULE C

Lesson 49: Mid-Module Assessment

During this review session you will check learners' understanding of what has been taught so far in this module. This short assessment is not graded. The purpose is to help you and the learners know how well they understand the concepts. When learners have finished the assessment and you have discussed the answers, review what the assessment shows they have not mastered.

Suggested plan for this session:

1. Tell learners that you will give them a short quiz to check their understanding. The quiz will not be graded. The purpose is to help them understand how much they have learned and what they still need to work on. Ask them to work alone and encourage them to do their best.
2. Conduct the quiz below. Read the directions aloud, speaking clearly. Repeat the directions twice. Learners should write in their copy books.

If you see someone who is having trouble, please talk to her or him so you can figure out how to help in the future. Give learners adequate time to complete the work.

3. Correct the quiz together. After each question, stop and review the material.

MODULE C

Lesson 49: Mid-Module Assessment

1. **Copy these words in your copy books.** (Write these words on the board. DO NOT read them aloud.) **Circle the words with long vowels in them.**

cute fin hop hope rub fate made

2. **Copy these words in your copy books.** (Write these words on the board. DO NOT read them aloud.) **Circle the words with long vowels in them.**

meat gin rain farm set feel

3. **Copy these numbers in your copy books.** (Write these numbers on the board, reading them aloud as you write).

1 2 3 4 5 6

Listen as I say a number, then read a word. Circle the number if the word has a long vowel in it.

1. Bird 2. Time 3. Each

4. Own 5. When 6. Late

4. **Write these words in your copybook.** (Read the words aloud, slowly, twice. DO NOT write them)

I me here

Circle the words you just wrote that have long vowel sounds.

5. **Copy this sentence. Start it with a capital letter. Put the punctuation mark at the end of a sentence that shows that it is a question.**

will he come

MODULE C

Lesson 50: The long sound /ī/ in tie, /ī/ in cry, /ī/ in rice

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words with long sound /ī/ in tie, /ī/ in cry, /ī/ in rice
- Write syllables and words with /ī/

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Sight word flash cards: **what, does, also, buy/s**

Learning Points:

- The /ī/ sound can be formed a number of ways:
 - When two vowels go a walking, and “i” is the first vowel.
 - **Using the v/c/v form with i being the first vowel and silent e the second.**
 - When y is on the end of short words like by and cry, it makes a long i sound.
 - An “i” can be long when placed at the end of a syllable (item).
 - An “i” can be long when it comes before two consonants (child, mind).

Activities:

10 min Review:

1. **Ask:** What sound did we study in the last few lessons? What are some words with long e?
2. Use the sight word flash cards to practice **what, does, also, buy/s.**

2 min Introduction:

1. **Say:** We are going to continue work on long **vowel sounds and how they're made. This will help you read them and write them.**
2. **Say:** Today we will work on i.

30 min Reading Words with Long I, (/ī/):

1. **Write** these words on the board:
tie pie die
2. Ask for a volunteer, or the class, to read the words. If no one can, read then aloud. Make sure everyone knows the meaning of all the words.
3. **Ask:** These words all have a long i. What do you see that is the same in all these words? (two vowels side by side, with i first).
4. **Explain:** With these words, the first of the two vowels is an i, so it says its name. The second vowel is silent.
5. **Write** on the board:
cry, try, fry, why
6. Have the learners read the words you wrote aloud. (You may have to do this for them. Make sure they know what each word means).

7. **Say:** “y” at the end of a short word makes the /ɪ/ .
8. **Write** on the board:
child, mind, wind
9. **Explain:** I can be long when it comes before two consonants.
10. **Ask** the learners to turn in their books to Lesson 50. Have the learners work in pairs to practice reading (sounding out) the words listed there. Remind them: **THEY ARE NOT ALL LONG I WORDS!** Circulate and help. Make sure everyone knows the meaning of all the words.

ice	in	nice	mice	tie	pie	die
fry	why	try	find	child	it	mind
I	nine	five	high	will	wife	lie

30 min Listening Comprehension, Vocabulary:

1. **Say:** Today you will hear the second half of the 14th chapter of Sonie’s Story. This chapter is called “Sonie finds a Job.”
2. Ask the learners to re-tell what has happened in the first part of Chapter 14. What came first, then what, etc. **Encourage them to use phrases that help us know the sequence of events.**
3. Read **this part of Chapter 14** of Sonie’s Story aloud once, slowly and clearly.

Chapter 14 Sonie Gets a Job

Though it was a big restaurant, Sonie’s salary was so small it could hardly pay for her rental. And she could hardly buy

things for the baby. Maybe if she worked hard in the restaurant she would get a raise, she thought. Besides cooking she began to fetch water, wash the dishes, and scrub the floor. And she always came to work on time. Also, she was nice to the customers and her workmates.

Still she could not get a raise. Her boss lady, Mrs. Gayflor, was said to be a very mean woman. People said she never took notice of the hard work her employees did and would never raise anybody's salary.

4. **Ask:** Which words are new? Explain the meaning.
5. **Read** the story aloud again.
6. **Ask** these questions (put the learners in groups so they can discuss the questions together, then ask different groups to respond).
 - a. What were Sonie's job responsibilities?
 - b. What was her challenge?
 - c. What kind of work ethic does Sonie have? How do you know?
 - d. Sonie is working very hard, but she makes very little. Does this happen in your community? Why?
 - e. What would you do if you were Sonie? Would you work really hard, even if you did not get a raise?
 - f. What advice would you give Sonie?
 - g. What do you think might happen next?

5 min Evaluation:

1. **Point** to the words on the board and have the learners read them.
2. **Ask:** What are some ways to know a word should be pronounced with a long i?

**At
home**

Learners should:

1. **Re-read** the words in lesson 50.
2. **Review** sight words.

MODULE C

Lesson 51: The long sound /ī/ in tie, /ī/ in cry, /ī/ in rice

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Identify the /ī/ sound in short syllables and words
- Write words (dictated) with long i
- Read sentences with long i words
- Recognize sight words: **market, boy, look/s, know**

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Sight word flashcards: **market, boy, look/s, know**

Learning Points:

- Homophones are two words that sound alike, but are spelled differently and have different meanings.
- Homonyms are words that are spelled the same, pronounced the same, but have different meaning.

Activities:

5 min Review:

1. Write on the board: **tie, find, ice, cry, try.**
2. Have learners read the words as you point to them.
3. Make sure everyone knows the meaning of all the words.

2 min Introduction:

1. Explain that they have learned some ways to form long i, now they are going to practice identifying (hearing) and sounding out (reading) the long i sound in stories.

15 min Identifying long i (Listening):

1. **Say:** I am going to **read** a short paragraph twice. Listen very carefully for the **long i** sound. **The first time I read, just listen.** The second time, raise your hand when you hear the long i. (*The **long i** words are underlined for you.*)
2. **Read aloud**, slowly and clearly:

Why Multiply?

Tom asks his son, "Why do you cry before school?"

His son hates math. "Why multiply?" he says to his father.

Tom replies, "Can you identify the reason why you do not like to multiply?"

His son's reply: ““I can not lie. I do not find it fun.”

Tom says, “ Do not cry. Just try. Do you know why? Shopkeepers can cheat you if you cannot multiply. Think of it this way. Birds can fly. You, my son, can multiply.”

3. Are there any words you do not know or do not understand? (Explain)
4. **Read it aloud** a second time. When learners raise their hands to indicate they have heard the /i/sound, ask them to identify the word it is in.
5. **Ask** a volunteer to re-tell the story in his or her own words. (Check for comprehension).
6. **Lead** a discussion:
 - a. What does Tom's son hate?
 - b. Why?
 - c. Why is it important to learn to multiply?
 - d. How can multiplying help you from being cheated?
 - e. What do you think Tom's son will do? Why?
 - f. What do you think about Tom as a father? Would you like him as your father? What kind of father do you want to be? (Or: What kind of father do you want your husband to be?)

20 min Reading sentences with /i/:

1. Have the learners work in pairs and practice reading the sentences in Lesson 51. Circulate and help. Make sure everyone understands all the vocabulary.
2. Have learners read the sentences aloud identifying and defining the homonyms in their sentences if they have them.

SENTENCES

- a. Tom wants to fly.
- b. The miner is a minor.
- c. He wants to be a bee.
- d. You will die if you fall into the dye.
- e. I have a pain in my eye.
- f. I am shy.
- g. I want to eat rice.
- h. We go by the farm when we buy rice.

15 min Writing from Dictation:

1. **Say:** You are going to listen to and write words that have the long i sound. Find a place in your notebooks to write.
2. **Read aloud** each of the words in this list twice, slowly and carefully. Wait to make sure that the learners write them.
 - a. I (me)
 - b. why
 - c. ice
 - d. tie
 - e. my
 - f. cry
 - g. lie
 - h. die
3. Go over the list again and have learners correct their work. Make sure the learners know the meaning of each of the words.

10 min Sight Words:

1. **Say:** Today's sight words are **market, boy, look/s, know.**

2. **Write** them on the board.
3. **Point** to each word, pronounce it, and have the learners repeat.
4. **Change** the sequence in which you point to the words. Have the learners say them.
5. Have the learners add them to their lists in their notebooks.

5 min

Evaluation:

1. **Point to the words on the board and have the learners read them.**
2. **Display** the sight word flash cards and have the learners read them.
3. **Write** on the board:
die dye be bee
4. **Ask** the learners to read these words and explain the two different meanings in each pair.

**At
home**

Learners should:

1. **Re-read** the sentences in Lesson 51.
2. **Study** their sight words.

MODULE C

Lesson 52: The long sound /ī/ in tie, /ī/ in cry, /ī/ in rice

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read and understand a short story with controlled vocabulary
- Write short sentences using controlled vocabulary
- Explain what quotation marks tell the reader

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Story Chart: Shy
- Sight word flashcards: **market, boy, look/s, know**

Learning Points:

- Quotation marks (") show us someone is talking.

Activities:

10 min Review:

1. **Invite** 5 learners to write words with **long i** in them on the board.
2. Have learners read the words aloud as you point to them.
3. **Display** the sight word flashcards **market, boy, look/s, know**.
4. Have the learners read them.

2 min Introduction:

1. **Explain** that they are going to practice reading and writing words with long i.

30 min Reading Comprehension:

1. **Post** the story chart. Ask the learners to find the text in their books, in Lesson 52.
2. **Point** to the quotation marks. Explain that they show the reader that someone is talking.
3. **Say:** Find a partner and read this together, then take turns reading it aloud to each other.
4. **Circulate and help as needed.**

Shy

Iris is shy. When a boy looks her in the eye, she wants to cry.

Her mother says to try. "We will go to the market. I will be right by you. You will not die."

Iris goes with a friend to the market. They go at nine. They buy rice and ice. A shopkeeper looks her in the eye.

Try, Iris, try! But no, she is shy. We do not know why.

5. Are there any words you do not know or do not understand? (Explain)
6. Have the learners read it aloud as a group.
7. Ask learners to read aloud, one sentence per learner. Chose learners from around the room so no one knows who will be chosen next. (Have the learners read it through only twice.)
8. **Ask:**
 - a. Who is Iris? What do we know about her?
 - b. What is her problem?
 - c. What does her mother think she should do?
 - d. What does she do?
 - e. Does it work?

25 min Writing about Iris:

1. **Ask** the learners to continue the story about Iris. What happens next? Why is she shy? What is her life like? They can use their books to look up spelling. They should try not to let spelling keep them from writing. They can try their best, and circle the word for you to help with later.
2. Circulate and help as needed.
3. After 15 minutes, have the learners find a partner and switch stories.

They should read each other's stories.

4. If there is time, have them read more people's stories.

5 min Evaluation:

1. Ask:

- a. What did we do today?
- b. What was hard? What was easy? What was fun?
- c. What questions do you have about long i?

At home Learners should:

- 1. **Re-read** "Shy".
- 2. **Re-read** their stories.

MODULE C

Lesson 53: The long sound /ō/ in vote, /ō/ in goat

Estimated Length of Lesson: 75 minutes.

Lesson Learning Objectives:

Learners will be able to:

- Read words with long sound /ō/ in vote, /ō/ in goat
- Write syllables and words with /ō/

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip.
- Sight word flash cards: **market, boy, look/s, know.**

Learning Points:

- The /ō/ sound can be formed a number of ways:
 - When two vowels go a walking, and “o” is the first vowel, usually with “oa”, like goat.
 - Using the v/c/v form with o being the first vowel and silent e the second.
 - Sometimes ow makes the long o sound (grow and row, but not cow).

Activities:

10 min Review:

1. **Ask:** What sound did we study in the last few lessons? What are some words with long i?
2. Use the sight word flash cards to practice **market, boy, look/s, know.**

2 min Introduction:

1. **Say:** We are going to continue work on long **vowel sounds and how they're made. This will help you read them and write them.**
2. **Say:** Today we will work on **/ō/**.

30 min Reading Words with Long o, (/ō/):

1. **Write** these words on the board:
goat boat soap coat
2. Ask for a volunteer, or the class, to read the words. If no one can, read then aloud. Make sure everyone knows the meaning of all the words.
3. **Ask:** These words all have a long o (**/ō/**). What do you see that is the same in all these words? (two vowels side by side, with o first)
4. **Explain:** With these words, the first of the two vowels is an o, so it says its name. The second vowel is silent.
5. **Write** on the board: **old, cold, told.**
6. Have the learners read the words you wrote aloud. (You may have to do this for them. Make sure they know what each word means).

7. **Explain:** o can be long when it comes before two consonants.
8. **Ask** the learners to turn in their books to Lesson 53. Have the learners work in pairs to practice reading (sounding out) the words listed there. Remind them: **THEY ARE NOT ALL LONG O WORDS!** Circulate and help. Make sure everyone knows the meaning of all the words.

coat	cot	boat	boa	goat	go
so	soap	rope	hope	hop	road
cold	old	note	not	vote	open

30 min Listening Comprehension, Vocabulary:

1. **Say:** Today you will hear the 15th chapter of Sonie's Story. This chapter is called "Hard Work Pays Off."
2. Ask the learners what they think will happen in this chapter.
3. Read **Chapter 15** of Sonie's Story aloud once, slowly and clearly.

Chapter 15

Hard Work Pays Off

One day Mrs. Gayflor called Sonie. "You're a very nice girl, Sonie," she said. "I'm happy you're working here. I've decided to raise your pay and make you the chief cook."

"Thanks, Ma!" Sonie said, and threw her arms round Mrs. Gayflor, sobbing.

She had worked hard to get a raise. Her efforts had not gone in vain. Better still, she would not have gotten the raise if she had listened to what people had told her about Mrs. Gayflor.

4. **Ask:** Which words are new? Explain the meaning.
5. **Read** the story aloud again.
6. **Ask** these questions (put the learners in groups so they can discuss the questions together, then ask different groups to respond).
 - a. What happens in this chapter?
 - b. After the last chapter, did this chapter surprise you?
 - c. Sonie didn't listen to what people told her about Mrs. Gayflor. Has anything like this ever happened to you? Have you ever waited to form your own opinion about someone, despite what others said? Or have you ever let others influence your opinion, instead of deciding for yourself?
 - d. What can we learn from this chapter?

5 min Evaluation:

1. **Point** to the words on the board and have the learners read them.
2. **Ask:** What are some ways to know a word should be pronounced with a long o?

**At
home Learners should:**

1. **Re-read** the words in lesson 53.
2. **Review** sight words.

MODULE C

Lesson 54: The long sound /ō/ in vote, /ō/ in goat

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Identify the long o sound in short syllables and words
- Write words (dictated) with long o
- **Read sentences with long o words**
- Recognize sight words: **think/s, must, too, walk/s**

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip.
- Sight word flashcards: **think/s, must, too, walk/s.**

Activities:

5 min Review:

1. **Write** on the board: **vote, goat, open, cold.**
2. Have learners read the words as you point to them.
3. Make sure everyone knows the meaning of all the words.

2 min Introduction:

1. **Explain** that they have learned some ways to form long o, now they are going to practice identifying (hearing) and sounding out (reading) the long o sound in stories.

15 min Identifying long o (Listening):

1. **Say:** I am going to **read** a short paragraph twice. Listen very carefully for the **long o** sound. **The first time I read, just listen.** The second time, raise your hand when you hear the long o. (*The **long o** words are underlined for you.*)
2. **Read aloud**, slowly and clearly:

Go Vote

Joe puts down his hoe. He pats the goat. He changes his clothes and grabs his coat. I must go, he thinks. It's time to vote.

Now he is on his way home. Joe greets his neighbor as he walks down the road. "Are you going to vote?" ask Joe. "

“Who did you vote for? I do not know who to choose,” says his neighbor.

“Voting is no joke,” says Joe. “I can not tell you who I chose. I studied hard. I made notes on each candidate.”

“Can you loan them to me?” asks his neighbor. “I will read them and decide.”

Come with me. My notes are on the yellow table near the stove. Read them. We all must vote.

3. Are there any words you do not know or do not understand? (Explain)
4. **Read it aloud** a second time. When learners raise their hands to indicate they have heard the **long o** sound, ask them to identify the word it is in.
5. **Ask** a learner to re-tell the story in his or her own words. What happened first? What happened second? (Check for comprehension)
6. **Lead** a discussion:
 - a. What is Joe doing?
 - b. Why?
 - c. Why is it important to vote?
 - d. Who do you know who has voted?
 - e. How can you learn about candidates before you vote?

20 min Reading sentences with /ō/:

1. Have the learners work in pairs and practice reading the sentences in Lesson 54. Circulate and help. Make sure everyone understands all the vocabulary.

2. Have learners read the sentences aloud identifying and defining the homonyms in their sentences if they have them.

SENTENCES

- a. Joe knows his nose is big.
- b. The clothes are close.
- c. I groan when I see how I have grown.
- d. You should not profit from a prophet.
- e. I am on the telephone.
- f. Hawa opens the door.
- g. Put the soap over here.
- h. It must be cold to snow.

15 min Writing from Dictation:

1. **Say:** You are going to listen to and write words that have the long o sound. Find a place in your notebooks to write.
2. **Read aloud** each of the words in this list twice, slowly and carefully. Wait to make sure that the learners write them.
 - a. Vote
 - b. goat
 - c. nose
 - d. home
 - e. old
 - f. boat
 - g. woke
 - h. grow
3. Go over the list again and have learners correct their work. Make sure the learners know the meaning of each of the words.

10 min Sight Words:

1. **Say:** Today's sight words are **think/s, must, too, walk/s**
2. **Write** them on the board.
3. **Point** to each word, pronounce it, and have the learners repeat.
4. **Change** the sequence in which you point to the words. Have the learners say them.
5. Have the learners add them to their lists in their notebooks.

5 min Evaluation:

1. **Point** to the words on the board and have the learners read them.
2. **Display** the sight word flash cards and have the learners read them.
3. **Write** on the board:
grow grown knows nose
4. **Ask** the learners to read these words and explain the two different meanings in each pair.

At home Learners should:

1. **Re-read** the sentences in Lesson 54.
2. **Study** their sight words.

MODULE C

Lesson 55: The long sound /ō/ in vote, /ō/ in goat

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read and understand a short story with controlled vocabulary
- Write short sentences using controlled vocabulary
- Explain what quotation marks tell the reader

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip.
- Story Chart: We Vote.
- Sight word flashcards: **think/s, must, too, walk/s.**

Learning Points:

- Quotation marks ("") show us someone is talking.

Activities:

10 min Review:

1. **Invite** 5 learners to write words with **long o** in them on the board.
2. Have learners read the words aloud as you point to them.
3. **Display** the sight word flashcards **think/s, must, too, walk/s**.
4. Have the learners read them.

2 min Introduction:

1. **Explain** that they are going to practice reading and writing words with long o.

30 min Reading Comprehension

1. **Post** the story chart. Ask the learners to find the text in their books, in Lesson 55.
2. **Point** to the quotation marks. Explain that they show the reader that someone is talking.
3. **Say:** Find a partner and read this together, then take turns reading it aloud to each other.
4. **Circulate and help as needed.**

We Vote

Joe is home. But it is time to go. "I must go," he thinks. "It's time to vote."

Joe and his wife go to get his mother and his brother. “I am too old to vote,” says his mother.

“Mother,” he says. “You are never too old to vote. It is our responsibility. Come on.”

They walk down the road to the voting place. It is close to the market. Joe knows the names of the people he likes. They wait and wait. Then, he votes, his wife votes, his brother votes, his mother votes. Liberians vote.

5. Are there any words you do not know or do not understand? (Explain)
6. Have the learners read it aloud as a group.
7. Ask learners to read aloud, one sentence per learner. Chose learners from around the room so no one knows who will be chosen next. (Have the learners read it through only twice.)
8. **Ask:**
 - a. Who is Joe? What do we know about him?
 - b. What special day is it?
 - c. What does Joe do before he votes?
 - d. Why?
 - e. Do you think his mother would have voted if he did not go get her? Why or why not?

25 min Writing about Elections:

1. **Ask** the learners to write something about elections and voting. They can write about what happens on election day, how the candidates make their positions known, whatever they want. They can use their

books to look up spelling. They should try not to let spelling keep them from writing. They can try their best, and circle the word for you to help with later.

2. Circulate and help as needed.
3. After 15 minutes, have the learners find a partner and switch stories. They should read each other's stories.
4. If there is time, have them read more people's stories.

5 min Evaluation:

1. **Ask:**
 - a. What did we do today?
 - b. What was hard? What was easy? What was fun?
 - c. What questions do you have about long o?
 - d. What do quotation marks show us?

**At
home Learners should:**

1. **Re-read** "We Vote".
2. **Re-read** their stories.

MODULE C

Lesson 56: The long sound /ū/ in tube; /ū/ in new

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words with long sound /ū/ in tube; /ū/ in new
- Write syllables and words with /ū/
- Make mental connections between what they read and their lives

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip.
- Sight word flash cards:

Learning Points:

- The /ō/ sound can be formed a number of ways:
 - When two vowels go a walking, and “u” is the first vowel, usually with “ui”, like suit and fruit
 - Using the v/c/v form with u being the first vowel and silent e the second
 - Sometimes “ew” makes the long u sound (new, chew)

Activities:

10 min Review:

1. **Ask:** What sound did we study in the last few lessons? What are some words with long i?
2. Use the sight word flash cards to practice **think/s, must, too, walk/s.**

2 min Introduction:

1. **Say:** We are going to continue work on long **vowel sounds and how they're made. This will help you read them and write them.**
2. **Say:** Today we will work on **/ū/**.

30 min Reading Words with Long u, /ū/:

1. **Write** these words on the board:
tube cube use cute mule
2. **Ask** for a volunteer, or the class, to read the words. If no one can, read then aloud. Make sure everyone knows the meaning of all the words.
3. **Ask:** These words all have a long u **/ū/** What do you see that is the same in all these words? (u followed by consonant, with silent e at the end.)
4. **Write** on the board:
glue, fruit, suit
5. Have the learners read the words you wrote aloud. (You may have to do this for them. Make sure they know what each word means).

6. **Explain:** Two vowels are together here, with u first, so it is saying its name.
7. **Write** on the board:
new, chew, dew
8. **Explain:** Sometimes “ew” makes the long u sound.
9. **Ask** the learners to turn in their books to Lesson 56. Have the learners work in pairs to practice reading (sounding out) the words listed there. Remind them: **THEY ARE NOT ALL LONG U WORDS!** Circulate and help. Make sure everyone knows the meaning of all the words.

cut	cute	chew	new	knew	dew
suit	fruit	use	few	true	blue
tube	tub	mule	rude	rule	do

30 min Listening Comprehension, Vocabulary:

1. **Say:** Today you will hear the 16th chapter of Sonie’s Story. This chapter is called “Sonie Sees Deddeh.”
2. Ask the learners what they remember about Deddeh, and Sonie and Deddeh’s relationship. Ask them what they think might happen in this chapter.
3. Read **Chapter 16** of Sonie’s Story aloud once, slowly and clearly.

Chapter 16 Sonie Sees Deddeh

Each day when Sonie came from work, she saw Aunt

Deddeh, who sold small things at Waterside Market. Frowning, she would pass by as if she did not see her at all.

- **Stop and say: I've avoided people I'm angry at. Has anyone else done that? (Take a few answers)**
- **Say: When you read, make mental connections between what you are reading and your own life.**

Deddeh also avoided Sonie, even though she saw her at the market. She was still angry that Sonie had lost her money. Sonie, too, was angry that Deddeh had wrongly accused her of stealing her money and thrown her out of the house when she had nobody and nowhere else to go. Indeed they seemed so full of grudge that it looked as if they would never talk to each other again.

4. **Ask:** Which words are new? Explain the meaning.
5. **Read** the story aloud again.
6. **Ask** these questions (put the learners in groups so they can discuss the questions together, then ask different groups to respond)
 - a. Where does Sonie see Aunt Deddeh?
 - b. Do they talk to each other?
 - c. Why not?
 - d. Do you think Sonie should talk to Deddeh? Why or why not
 - e. Why do people hold grudges?
 - f. Do you have anyone you avoid?
 - g. What do you think might happen next?

5 min Evaluation:

1. Point to the words on the board and have the learners read them.
2. **Ask:** What are some ways to know a word should be pronounced with a long u?

**At
home Learners should:**

1. **Re-read** the words in lesson 56.
2. **Review sight words.**

MODULE C

Lesson 57: The long sound /ū/ in tube; /ū/ in new

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Identify the long u sound in short syllables and words
- Write words (dictated) with long u
- **Read sentences with long u words**
- Recognize sight words: **stop/s, should, need/s help**

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Sight word flashcards: **stop/s, should, need/s help**

Activities:

5 min Review:

1. **Write** on the board: **new, cute, fruit.**
2. Have learners read the words as you point to them.
3. Make sure everyone knows the meaning of all the words.

2 min Introduction:

1. **Explain** that they have learned some ways to form long u, now they are going to practice identifying (hearing) and sounding out (reading) the long u sound in stories.

15 min Identifying long o (Listening):

1. **Say:** I am going to **read** a short paragraph twice. Listen very carefully for the **long u** sound. **The first time I read, just listen.** The second time, raise your hand when you hear the long u. (*The **long u** words are underlined for you.*)
2. **Read aloud**, slowly and clearly:

Healthy Eating

June hums a tune as she cooks. She uses lots of vegetables in her dishes. She eats lots of fruit. She is very healthy. She is also very cute.

One day June gets some news. The health center needs a someone to join their crew. The job? Teach others how to

use healthy ingredients when cooking. Who can do this? June.

June flew over to the health center. She showed them how to make a healthy soup and a healthy juice. She talked about what she could do. Her enthusiasm came through.

Now June works at the health center. She is never rude or blue. She teaches her students the foods to include to make meals healthy. She is an inspiration to me and to you.

3. Are there any words you do not know or do not understand? (Explain)
4. **Read it aloud** a second time. When learners raise their hands to indicate they have heard the **long u** sound, ask them to identify the word it is in.
5. **Ask** a learner to re-tell the story in his or her own words. What happened first? What happened second? (Check for comprehension)
6. **Lead** a discussion:
 - a. Describe June.
 - b. What does she like to do?
 - c. What kind of job did she get?
 - d. How did she get the job?
 - e. Can you learn anything from June's experience? (*Prompt learners to talk about work attitude if they do make any reference to this.*)

20 min Reading sentences with /ū/:

1. Have the learners work in pairs and practice reading the sentences

in Lesson 57. Circulate and help. Make sure everyone understands all the vocabulary.

2. Have learners read the sentences aloud and identify and define the homonyms in their sentences if they have them.

SENTENCES

- a. June was born in June.
- b. The music has a blues tune.
- c. You can use this.
- d. You knew this was new.
- e. I ride a mule.
- f. He is mute.
- g. He wears a suit.
- h. She cooks a soup.

15 min **Writing from Dictation:**

1. **Say:** You are going to listen to and write words that have the long o sound. Find a place in your notebooks to write.
2. **Read aloud** each of the words in this list twice, slowly and carefully. Wait to make sure that the learners write them.
 - a. cute
 - b. rude
 - c. use
 - d. new (not old)
 - e. fruit
 - f. too (also)
 - g. to
 - h. grew

3. Go over the list again and have learners correct their work. Make

sure the learners know the meaning of each of the words.

10 min Sight Words:

1. **Say:** Today's sight words are **stop/s, should, need/s, help.**
2. **Write** them on the board.
3. **Point** to each word, pronounce it, and have the learners repeat.
4. **Change** the sequence in which you point to the words. Have the learners say them.
5. Have the learners add them to their lists in their notebooks.

5 min Evaluation:

1. **Point** to the words on the board and have the learners read them.
2. **Display** the sight word flash cards and have the learners read them.
3. **Write** on the board:
do due new knew
4. **Ask** the learners to read these words and explain the two different meanings in each pair.

At home Learners should:

1. **Re-read** the sentences in Lesson 57.
2. **Study** their sight words.

MODULE C

Lesson 58: The long sound /ū/ in tube; /ū/ in new

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read and understand a short story with controlled vocabulary
- Write short sentences using controlled vocabulary
- Explain what quotation marks tell the reader

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Story Chart: June and the Mule
- Sight word flashcards: **stops, should, needs, help**

Learning Points:

- Quotation marks ("") show us someone is talking.

Activities:

10 min **Review:**

1. **Invite** 5 learners to write words with **long u** in them on the board.
2. Have learners read the words aloud as you point to them.
3. **Display** the sight word flashcards.
4. Have the learners read them.

2 min **Introduction:**

1. **Explain** that they are going to practice reading and writing words with long u.

30 min **Reading Comprehension:**

1. **Post** the story chart. Ask the learners to find the text in their books, in Lesson 58.
2. **Point** to the quotation marks. Explain that they show the reader that someone is talking.
3. **Say:** Find a partner and read this together, then take turns reading it aloud to each other.
4. **Circulate and help as needed.**

June and the Mule

June has a new mule. The mule's name is Blue. June is cute.
The mule is not cute. The mule is rude.

June wants to use the mule to go market. She needs the mule. June earns money by selling fruit at the market. The mule should help her. But the mule does not like the market. And, the mule knows when they are going to market. The mule does not like the market. The mule stops on the road.

What can June do? The mule is not a help, the mule is a problem.

5. Are there any words you do not know or do not understand? (Explain)
6. Have the learners read it aloud as a group.
7. Ask learners to read aloud, one sentence per learner. Chose learners from around the room so no one knows who will be chosen next. (Have the learners read it through only twice.)
8. **Ask:**
 - a. What is the Mule's name?
 - b. How would you describe the Mule?
 - c. What is June's problem?

25 min Writing about Animals:

1. Ask the learners to turn to lesson 58 in their notebooks. They are going to write about things June needs for business. June needs some way to get her fruit to market. What else does she need? They can use their books to look up spelling. They should try not to let spelling keep them from writing. They can try their best, and circle the word for you to help with later.
2. Circulate and help as needed.

3. After 15 minutes, have the learners find a partner and switch stories. They should read each other's stories.
4. If there is time, have them read more people's stories.

5 min Evaluation:

1. **Ask:**
 - a) What did we do today?
 - b) What was hard? What was easy? What was fun?
 - c) What questions do you have about long u?
 - d) What do quotation marks show us?

**At
home Learners should:**

1. **Re-read** "June and the Mule".
2. **Re-read** their stories.

MODULE C

Lesson 59: End of Module Assessment

During this session you will assess learners' understanding of the lessons taught in this module. This assessment will be graded. Each numbered section is worth 20 points.

Steps:

- Tell learners that you will give them a test on Module C. The test will be graded. Ask them to work alone and encourage them to do their best.
- Conduct the assessment (below). Read the directions aloud, speaking clearly. Repeat the directions twice. Learners should write in their note books.
- When learners have finished, collect their note books for grading.
- Discuss each of the assessment activities and answer learners' questions. Ask learners how they felt about the test. Was it difficult? Easy?

MODULE C

Lesson 59: End of Module Assessment

1. **Write your name.**

2. **As I say the following long vowel sounds, write the letter in your copy book.** (2.5 points= ½ point for each letter)

u e a o i

Write the other letter that is sometimes used as a vowel in your copy book.
(1/2 point)

3. **As I say these words, write them in you copy book.** (Read the words aloud, slowly, twice. DO NOT write them) (7 points)

fine use goat rice late pay seed

4. **Write this sentence. Start it with a capital letter. Put the punctuation mark at the end of a sentence to indicate that it is a question.** (Read the sentence aloud, slowly, twice. Do NOT write it) (3 points)

Is Hawa wet?

5. **Write this sentence. Start it with a capital letter. Put the punctuation marks that indicate that it is someone talking.** (Read the sentence aloud, slowly, twice. Do NOT write it) (3 points)

“She is cute.”

6. **Write these sentences. Put the version of the word new that makes sense in the correct sentence to complete them.** (Write the sentences on the board.) (2 points per sentence)

That hat is _____ .

I _____ it.